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ABSTRACT

This workbook is designed to help high school students and adults identify their skills and interests, explore occupations, prepare resumes and other materials, and conduct a job search. (Although developed with references to Alaskan services and the Alaskan labor market, the materials are suitable to job seekers in any state.) The workbook is organized in seven sections, all of which contain checklists, exercises, guidelines, and other self-exploration materials. The introductory section provides a flowchart of the career exploration process and a rating sheet to help student or adult job seekers to prepare for the career planning process. The second section provides information and exercises to help readers identify their skills and interests. Included in this section are the following: a skills pyramid, a skills assessment questionnaire, an interest inventory, keys to communication, an attitude inventory, and ways to maintain a healthy self-concept. Lists of career clusters and a step-by-step guide to occupational research are contained in the third section. The fourth section suggests ways to identify potential employers, including networking, using want ads, and researching companies; a job leads checklist is included. Developing a resume and writing a cover letter are explored in the fifth section. This is followed by a section on job interviews that includes ideas for writing a letter of introduction, preparing for a job interview, sample interview questions, following up after an interview, and a postinterview checklist. The last section of the guide contains the following: a job search daily worksheet, a job hunter's preparation checklist, a guide to preemployment inquiries, a list of 17 job search publications, and a list of Alaska Career Information System files. (KC)

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Alaska Career Exploration Workbook

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Career Exploration Workbook

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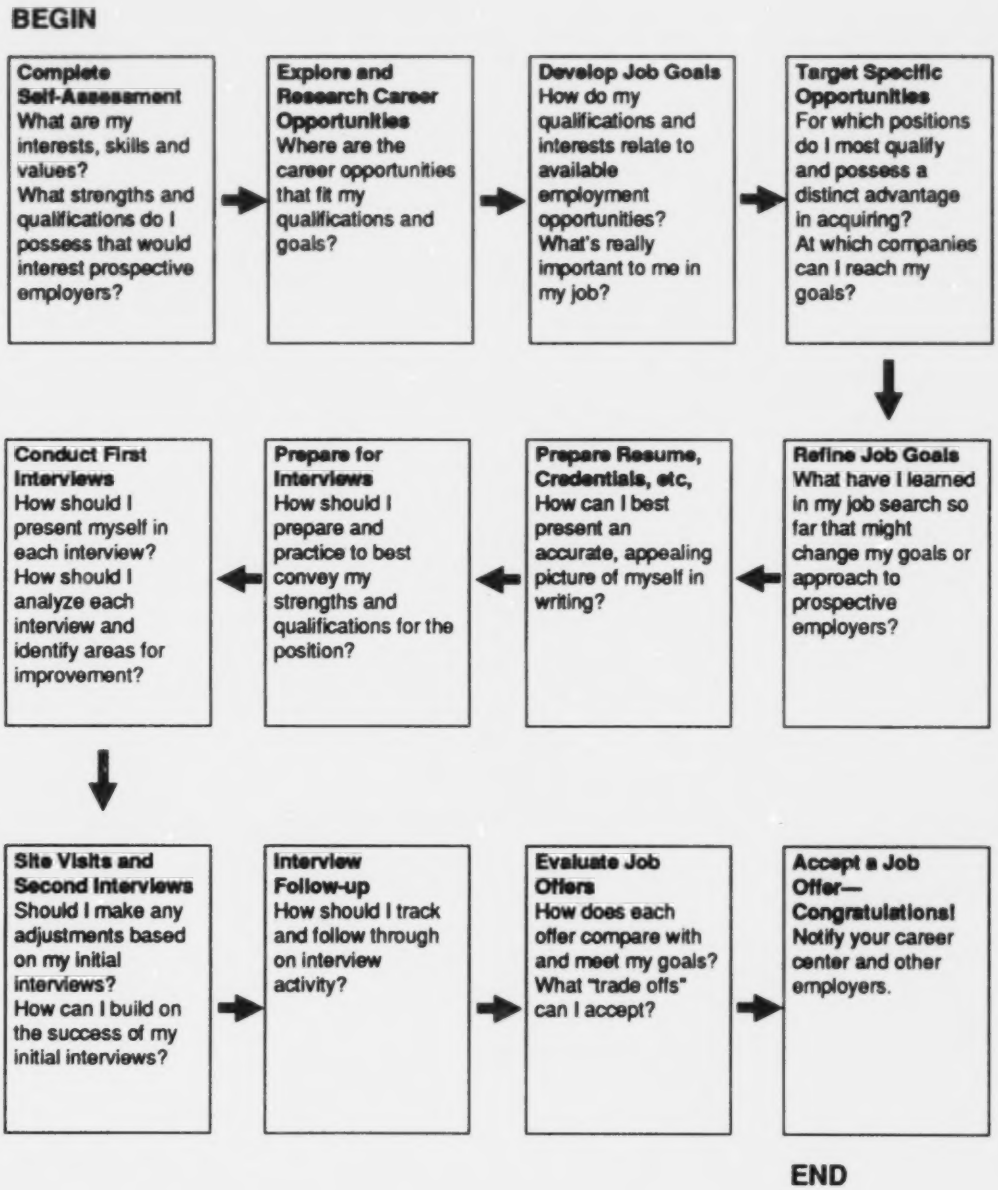
The Career Exploration Process


BEGIN
Complete Self-Assessment
What are my interests, skills and values?
What strengths and qualifications do I possess that would interest prospective employers?
Explore and Research Career Opportunities
Where are the career opportunities that fit my qualifications and goals?
Develop Job Goals
How do my qualifications and interests relate to available employment opportunities?
What's really important to me in my job?
Target Specific Opportunities
For which positions do I most qualify and possess a distinct advantage in acquiring?
At which companies can I reach my goals?
Refine Job Goals
What have I learned in my job search so far that might change my goals or approach to prospective employers?
Prepare Resume, Credentials, etc,
How can I best present an accurate, appealing picture of myself in writing?
Prepare for Interviews
How should I prepare and practice to best convey my strengths and qualifications for the position?
Conduct First Interviews
How should I present myself in each interview?
How should I analyze each interview and identify areas for improvement?
Site Visits and Second Interviews
Should I make any adjustments based on my initial interviews?
How can I build on the success of my initial interviews?
Interview Follow-up
How should I track and follow through on interview activity?
Evaluate Job Offers
How does each offer compare with and meet my goals?
What "trade offs" can I accept?
Accept a Job Offer—Congratulations!
Notify your career center and other employers.
END

Preparing Yourself for the Career Planning Process

The following statements deal with issues and information which may be of concern and interest to adults. For each statement, circle the letter which best describes the degree to which you would like more information or assistance with the issue.

a = not important/no information or help needed
b = would like some information or help
c = very important/need information or help

Self-knowledge and Personal Development

Competency I **Skills to maintain a positive self-concept**

a b c I need more self-confidence.

a b c I have identified my assets in terms of skills, interest and abilities.

a b c I have identified my achievements related to work, education and experiences.

Competency II **Skills to maintain effective self-management behaviors**

a b c I want to learn to stick up for myself without making others angry or feeling guilty about it.

a b c I need to learn to cope with stress and anxiety.

a b c I need help in breaking old habits and behaviors.

a b c I would like to have more encouragement from people I know to go back to school and choose a career.

a b c I want to learn to do a better job of budgeting and dealing with finances.

a b c I would like to learn to establish goals, make decisions and solve problems.

a b c I need to understand my motivations and how I can use them in choosing a career.

a b c I want more information about addictions/abuse.

Competencies are from the National Career Development Guidelines

Competency III **Understanding of developmental changes and transitions**

a b c I would like to understand how my interests and career goals may change over time.

a b c I need to learn about the strengths and limitations of being an "older worker."

a b c I need to learn to cope with life changes (divorce, disability, family illness, etc.)

a b c I understand the stages of grief and loss and how they affect me.

a b c I can identify when I am depressed and I know where to find assistance.

a b c I have thought about the lifestyle I want, including working conditions, family, parenting and leisure time.

Educational and Occupational Exploration

Competency IV **Skills to locate, evaluate and interpret career information**

a b c I know how to find information about careers.

a b c I can match my interests to careers.

a b c I understand the risks and rewards of having my own business.

a b c I know that some information I receive about careers and employment may not be true and understand the factors that may contribute to the misinformation.

a b c I know how to find information about possible employers, their expectations and their business structures.

Competency V **Skills in exploring educational programs of study and training related to occupations of interest.**

a b c I know where to find information about education and training programs, including admission requirements, typical course work, etc.

a b c I know how to locate schools offering education and training programs and their contact person, location and costs.

a b c I know where to find information about financial aid, including scholarships.

Competency VI **Skills to enter and participate in education and training**

a b c I know how my current education and experiences will help me select a career.

a b c I have good study skills.

a b c I have a plan for my education and know it will meet my career goals.

a b c I have identified my barriers to getting an education/training.

a b c I know where to find assistance in the community that will help me go to school (child care, transportation, health services, etc.)

Competency VII **Skills to enter and participate in education and training**

a b c I have identified educational and personal experiences that will assist me in my career.

a b c I know how my actions on the job will help or hinder me with future employment.

a b c I know how to examine the consequences of my actions.

a b c I understand how my career goals will be affected by changing values, work environments, etc.

a b c After I am employed, I know how to gain additional training to help me continue, improve or expand my career options.

Competency VIII **Understanding how the needs and functions of society influence the nature and structure of work**

a b c I have examined how my values and lifestyle will be affected by my work.

a b c I understand how occupations may be affected by a changing society.

a b c I know that training programs and employment opportunities are affected by trends in occupations, industries and technologies.

a b c I am aware of the affect the global economy has on me.

Career Planning and Development

Competency IX **Skills in the career planning process**

a b c I know how to explore career opportunities and learn about employment, advancement, benefits and other related issues.

a b c I have developed career goals based on my own knowledge about myself and the work world.

a b c I have established long- and short-term goals to develop my career.

a b c I have used my personal knowledge, skills and abilities to develop a career plan.

a b c I know how to use networking, negotiating and mentoring to meet my career goals.

Competency X **Skills to make career decisions**

a b c I understand that my personal concerns and choices will affect my decisions about education, training and career goals.

a b c I know how my education, work and family decisions are affecting my career decisions.

a b c I understand how personal and environmental conditions affect my career decision making.

a b c I know how to explore the possible consequences of my decisions.

Competency XI Understand the diversity in today's work force

a b c I understand how recent changes in attitudes regarding diversity, including gender, ethnic groups and age, affect the workplace.

a b c I know that my career plans may be affected by work force diversity.

a b c I understand the disadvantages of stereotyping occupations.

a b c I know and practice the skills, attitudes, and behaviors that help eliminate stereotyping schools, home and the work place.

Competency XII Skills for locating, obtaining, maintaining and advancing in a job

a b c I know where placement services are located in schools and in the community.

a b c I have written a resume, a letter of application, and know how to fill out a job application.

a b c I understand how to participate in a successful job interview.

a b c I know what employers look for in employees.

a b c I can locate potential employers and gain information regarding benefits, contact person and hiring practices.

a b c I know the benefits of on-the-job training, continuing education, performance ratings and mentors, and how they can assist me with advancement in my career.

Competency XIII Skills to make career transitions

a b c I know what transitions (reassessment of current position, occupational change, etc.) I can expect as a normal part of career development.

a b c I know how to cope with the stresses that occur during career changes.

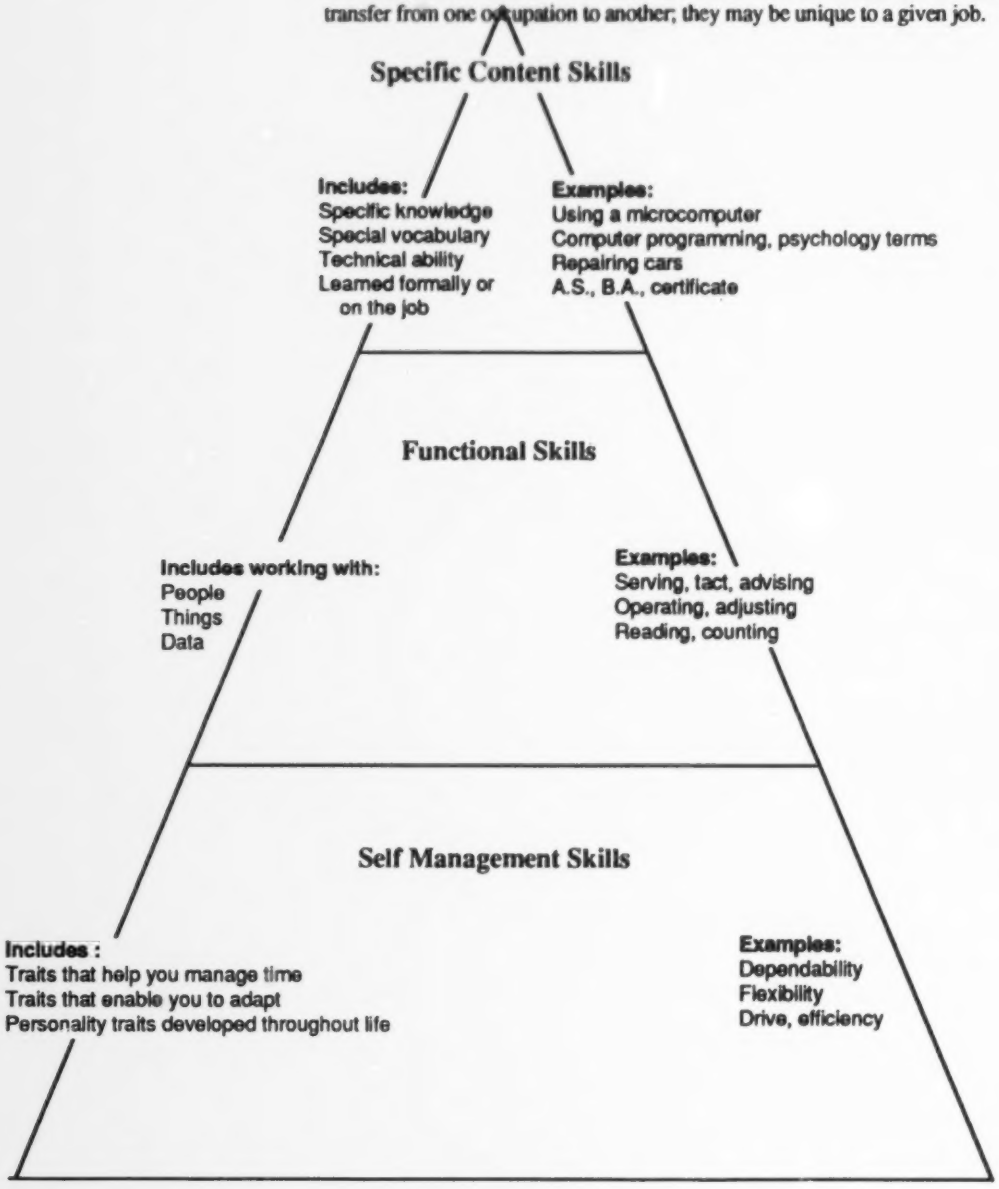
a b c I know what skills I need to become self-employed.

a b c I have developed a plan for retirement.

a b c I can develop and update an individual career plan with short- and long-range career goals.

Skills Pyramid

There are three major kinds of skills, as the figure shows. Self-management skills are often called "building blocks;" these skills are the foundation for all good work habits. They are also the skills employers value most. The next level, functional skills, are the skills that transfer from one occupation to another. Finally, specific content skills do not always transfer from one occupation to another; they may be unique to a given job.



Skills Assessment Questionnaire

The skills assessment questionnaire that follows consists of 16 items. Think about each skill and decide whether this is a skill you possess and if you would like to use it on a job. For example, the first skill listed deals with the ability to do continuous work. Decide if you are able to do continuous work; ask yourself if you want to. If the answer to both questions is *yes*, mark Item 1 "yes." If you cannot do continuous work, or prefer not to, mark Item 1 "no."

After you answer the 16 questions, turn to the job matching section which immediately follows. Circle the numbers at the top of the first page to match your "yes" answers to the 16 questions. This is your skills profile. The skills profile for each job has already been filled in. Go down the pages, job by job, and note the number of matches between your skills profile and each job's. You will then be able to see which jobs match your strengths and interests.

---

1. Continuous On some jobs you do the same things many times a day and you work at a steady pace. Is this type of work for you?

Yes ___ No ___

2. Precise On some jobs there is little room for error so you must be very exact in your work. Is this type of work for you?

Yes ___ No ___

3. Using Facts On some jobs you use factual information to decide what to do. Is this type of work for you?

Yes ___ No ___

4. Working with Others On some jobs you must deal with many different people to get your work done. Is this type of work for you?

Yes ___ No ___

5. Persuading On some jobs you talk with people to try to influence their actions or ideas. Is this type of work for you?

Yes ___ No ___

6. Decision Making On some jobs you are responsible for making major decisions about projects, plans and other people's duties. Is this type of work for you?

Yes ___ No ___

7. Change On some jobs you must move often from one task to another and use several different skills. Is this type of work for you?

Yes ___ No ___

8. Creative On some jobs you must express feelings and ideas in artistic ways. Is this type of work for you?

Yes ___ No ___

9. Eye-Hand Coordination On some jobs you need to be very good at handling objects quickly as you see them. Is this type of work for you?

Yes ___ No ___

10. Working with Fingers On some jobs you need to be able to do very precise work with your fingers. You need to work with small things very quickly and carefully. Is this type of work for you?

Yes ___ No ___

11. Checking Accuracy On some jobs you need to be very accurate at reading or copying written materials. You have to be very good at things like proofreading numbers and words. Is this type of work for you?

Yes ___ No ___

12. Use of Words On some jobs you need to be able to read and understand instructions easily. You have to express yourself very clearly in writing or when talking with people. Is this type of work for you?

Yes ___ No ___

13. Use of Numbers On some jobs you need to be able to work very quickly and accurately with numbers or measurements. Is this type of work for you?

Yes ___ No ___

14. Catching on to Things On some jobs you need the ability to understand procedures and the reasonings behind them. You have to be very good at figuring out complicated things quickly and easily. Is this type of work for you?

Yes ___ No ___

15. Seeing Detail On some jobs you need to be able to tell slight differences in shapes of objects and lengths of lines. You have to be able to see detail in objects, pictures or drawings. Is this type of work for you?

Yes ___ No ___

16. Physical Activity Jobs require different amounts of physical activity. On some jobs you need to be very active, often handling 25-pound objects and sometimes more. Is this type of work for you?

Yes ___ No ___

This questionnaire is adapted from **Quest** in the CIS program.

Job Matching Section

Your Skills Profile:	NUMBER OF MATCHES ✓	1 CONTINUOUS	2 PRECISE	3 USING FACTS	4 WORKING WITH OTHERS	5 PERSUADING	6 DECISION MAKING	7 CHANGE	8 CREATIVE	9 EYE-HAND COORDINATION	10 WORKING WITH FINGERS	11 CHECKING ACCURACY	12 USE OF WORDS	13 USE OF NUMBERS	14 CATCHING ON TO THINGS	15 SEEING DETAIL	16 PHYSICAL ACTIVITY
● JOB TITLES ●																	
Accountants and Auditors			●	●			●					●	●	●	●		
Air Traffic Controllers			●				●	●				●	●	●	●	●	
Bakers			●							●	●				●	●	●
Bank Tellers		●	●		●					●	●	●	●	●	●	●	
Bartenders					●								●		●		
Body & Fender Repairers			●	●				●		●	●		●	●	●	●	●
Bookkeepers			●							●	●	●	●	●	●	●	
Building Maintenance Workers			●					●		●	●		●	●	●	●	●
Bus & Taxi Drivers				●	●					●			●		●		●
Buyers					●	●	●	●				●	●	●	●	●	
Carpenters			●	●				●		●	●		●	●	●	●	●
Cashiers		●	●		●					●	●	●	●	●	●		
Cement Masons			●	●						●					●	●	●
Chefs & Cooks			●					●		●		●	●	●	●	●	●
Child Care Workers					●			●					●		●		●
Claims Adjusters & Examiners				●	●							●	●	●	●		
Commercial Artists									●	●	●	●	●	●	●	●	●
Commercial Fishers		●															●
Computer Operators			●					●		●	●	●	●	●	●	●	
Computer Programmers			●	●								●	●	●	●	●	
Construction Laborers		●	●														●
Data Entry Operators		●	●							●	●	●	●		●	●	
Dental Hygienists			●		●					●	●		●	●	●	●	
Designers, Clothes			●	●						●	●	●	●	●	●	●	
Designers, Floral					●				●	●	●	●	●	●	●	●	
Designers, Interior					●	●	●		●	●	●	●	●	●	●	●	
Drafters			●	●						●	●	●	●	●	●	●	
Electricians			●	●				●		●	●		●	●	●	●	●

Information provided by the National Career Information System

	✓ NUMBER OF MATCHES	1 CONTINUOUS	2 PRECISE	3 USING FACTS	4 WORKING WITH OTHERS	5 PERSUADING	6 DECISION MAKING	7 CHANGE	8 CREATIVE	9 EYE-HAND COORDINATION	10 WORKING WITH FINGERS	11 CHECKING ACCURACY	12 USE OF WORDS	13 USE OF NUMBERS	14 CATCHING ON TO THINGS	15 SEEING DETAIL	16 PHYSICAL ACTIVITY
Electronics Assemblers		●	●	●						●	●					●	
Engineers			●	●			●	●		●	●	●	●	●	●	●	
Firefighters								●		●			●		●		●
Foresters				●	●		●	●					●	●	●	●	
Freight Handlers		●								●							●
General Office Clerks			●								●	●	●	●	●	●	
Groundskeepers & Gardeners			●														●
Hair Stylists					●			●		●	●		●		●	●	
Health & Safety Inspectors			●	●	●								●	●	●	●	
Heavy Equipment Operators			●							●	●				●	●	●
Hotel Desk Clerks					●			●			●	●	●	●	●		
Interpreters & Translators				●	●							●	●		●		
Jewelers			●	●				●		●	●		●	●	●	●	
Laundry & Dry Cleaning Workers			●														●
Law Enforcement Officers					●			●		●		●	●		●	●	●
Legal Assistants			●	●	●			●				●	●	●	●		
Library Assistants					●			●		●	●	●	●		●	●	●
Machinists			●	●				●		●	●		●	●	●	●	●
Meat Cutters			●	●						●	●				●	●	●
Mechanics, Automobile			●	●				●		●	●		●		●	●	●
Mechanics, Heavy Equipment			●	●				●		●	●		●	●	●	●	●
Medical Laboratory Workers			●	●				●		●	●		●	●	●	●	
Messengers		●			●												
Nurses Aides & Orderlies					●			●									●
Nurses (LPN)			●		●			●		●	●		●		●	●	●
Nurses (RN)			●	●	●					●	●	●	●	●	●	●	●
Office Machine Repairers			●	●				●		●	●		●	●	●	●	●
Packers & Wrappers		●								●	●						●
Painters & Paperhangers			●							●	●		●	●	●	●	●
Performing Artists										●	●	●		●	●	●	●
Personnel Officers				●	●		●					●	●	●	●		
Petroleum Processors			●	●									●	●	●		

	NUMBER OF MATCHES	CONTINUOUS	PRECISE	USING FACTS	WORKING WITH OTHERS	PERSUADING	DECISION MAKING	CHANGE	CREATIVE	EYE-HAND COORDINATION	WORKING WITH FINGERS	CHECKING ACCURACY	USE OF WORDS	USE OF NUMBERS	CATCHING ON TO THINGS	SEEING DETAIL	PHYSICAL ACTIVITY
	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Photographers			●		●				●	●	●		●	●	●	●	
Plumbers & Pipefitters			●	●				●		●	●		●	●	●	●	●
Printing Production Occupations			●	●				●		●	●		●	●	●	●	
Public Relations Workers					●	●	●	●				●	●	●	●	●	
Pulp & Paper Workers			●	●						●			●		●	●	
Railroad Conductors				●	●		●	●				●	●		●		
Salespeople					●	●				●		●	●	●	●		
Secretaries			●		●			●		●	●	●	●	●	●	●	
Security Guards		●			●										●		
Service Station Attendants					●			●					●	●	●	●	●
Shipping & Receiving Clerks			●	●				●				●	●	●	●	●	●
Social Service Aides					●			●				●	●	●	●		
Social Workers					●	●	●						●	●	●		
Surveyor Helpers		●	●														●
Teacher Assistants					●			●				●	●	●	●		
Teachers					●	●	●	●				●	●	●	●	●	
Technicians, Broadcast			●	●						●	●		●	●	●	●	
Technicians, Computer Maint.			●	●	●		●	●		●	●		●	●	●	●	
Technicians, Dental Laboratory			●	●				●		●	●		●	●	●	●	
Technicians, Emergency Medical				●	●					●	●	●	●	●	●	●	●
Technicians, Engineering			●	●						●	●	●	●	●	●	●	
Technicians, Fish & Wildlife				●				●		●	●				●		●
Technicians, Health			●	●	●					●	●	●	●	●	●	●	
Telephone Installers & Repairers			●	●	●			●		●	●		●	●	●	●	
Therapists, Physical				●	●	●	●			●	●	●	●	●	●	●	
Travel Agents					●	●						●	●	●	●		
Truck Drivers		●								●		●			●	●	●
Waiters & Waitresses					●								●		●		
Welders			●	●						●	●			●	●	●	●
Word Processors & Typists			●							●	●	●	●	●	●	●	
Writers & Editors					●	●			●	●		●	●	●	●	●	

See occupation files in AKCIS for more information

Interest Inventory

The following activity introduces the concept of interests and the important role they play in career exploration and planning.

Interests can be used to develop a broader understanding of the world of work and to explore potential career fields. This is an important concept since career satisfaction is related to enjoying the activities that are required as job tasks.

Most tasks performed by workers can be grouped into six broad types of activities or preferences:

Realistic	**Investigative**
Artistic	**Social**
Enterprising	**Conventional**

Interests are related to the things we like and what we like to do. Our interests are developed from experiences. As people have new experiences, their interests may change. Also, interests change as a result of the stages of life that a person goes through.

Interests are related to a person's attitude and motivation, which in turn are related to job success. People enjoy activities they are interested in and find work tasks that are related to their interests more satisfying than work tasks that are not.

Complete the activity on the next page and compare your results to the occupations listed on the following pages.

Below is an aerial view of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room—as described below.

R
People who have athletic or mechanical interests and/or ability; prefer to work with objects, machines, tools, plants or animals, or to be outdoors.
I
People who like to watch, learn, investigate, explore, understand, evaluate, or solve problems.
C
People who like to work with data, information or numbers; and who are systematic or organized in carrying out details or following through on others' ideas or instructions.
A
People who have inborn artistic abilities, can think up new ideas or like to work in unstructured situations using their imagination, inventiveness or creativity.
E
People who like to work with people—influencing, persuading or performing; or leading or managing for personal profit, gain or growth
S
People who like to work with people to inform, enlighten, help, train, cure or assist in developing skills; or people who are skilled with words

1

Which corner of the room would you instinctively be drawn to as the group of people you would most enjoy being with for the longest time? (Leave aside any question of shyness or whether you would have to talk with them.) Write the letter for that corner in this box:

2

After fifteen minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups that still remain, which corner would you be drawn to as the people you would most enjoy being with for the longest time? Write the letter for that corner in this box:

3

After fifteen minutes, this group also leaves for another party, except you. Of the corners which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner in this box:

From *Oregon CIS High School Curriculum Notebook*

Realistic

Realistic people like to work with things they can see or touch. They like to tinker with machines or vehicles, work outdoors, be physically active, use their hands and build things. Does this sound like you? If so, how about these careers...

AKCIS Occupation number, Realistic Career Occupations	Helpful High School Subjects		Beginning Salary and Projected Growth	Length of Training
6188 Pilots and Flight Engineers fly or direct the course of planes and other aircraft.	Drafting Geography Industrial Technology	Math Physics Psychology	$2,330/mo. Average	Certificate; Diploma; Associate or Bachelor's degree
4254 Carpenters build and maintain structures from rough scaffolds to buildings and fixtures that require exact finish work.	Accounting Algebra Drafting	Geometry Industrial Technology Woodworking	$14 /hr. Good	On-the-job training; Apprenticeship; Diploma; Associate degree
7824, 7826 Cooks prepare or supervise the preparation of meals for institutions serving food.	Business Chemistry English	Health Home Economics Math	$1,000-1,200/mo. Average	Diploma; Associate degree; Apprenticeship; On-the-job training
2655 Dental Laboratory Technicians make dentures, crowns, inlays and bridges used to restore and replace people's teeth.	Biology Chemistry English	Geometry Health Physics	$2,005/mo. Average	Certificate; Diploma; Associate degree; Apprenticeship; On-the-job training
4164 Farmers and Ranchers raise crops and livestock for market.	Accounting Agriculture Biology	Business Industrial Technology Math	$950/mo. Limited	Apprenticeship; On-the-job training
9426 Firefighters work to control and put out fires and to protect lives and property.	Chemistry English Health	Industrial Technology Math Physical Education	$2,440/mo. Average	Apprenticeship; On-the-job training
4124 Foresters manage and develop forest land and its resources.	Biology Chemistry English	Math Physics Speech	$2,360/mo. Limited	Bachelor's degree
3146 Heating and Cooling System Mechanics install, maintain and repair heating, air conditioning and refrigerating systems.	Math Drafting Electronics	Industrial Technology Metalworking Physics	$2,300/mo. Good	Certificate; Diploma; Associate degree; Apprenticeship
5624 Line Installers and Repairers install, service and repair electrical, telephone, cable television and telegraph transmission systems.	Drafting Electronics English	Industrial Technology Math Physics	$14-19/hr. Average	On-the-job training; Apprenticeship
5946 Water and Wastewater Plant Operators control equipment that treats water and wastewater to make them sanitary.	Advanced Math Algebra Biology	Chemistry Health Industrial Technology	$2,400/mo. Average	Certificate; Diploma; Associate or Bachelor's degree; Apprenticeship; On-the-job training

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Investigative

Investigative people like to understand how things work and solve problems. They like to work independently, perform experiments and analyze data. Does this sound like you? If so, how about these careers...

AKCIS Occupation number, Investigative Career Occupations	Helpful High School Subjects		Beginning Salary and Projected Growth	Length of Training
26242 Chemists study substances and materials and their reaction to each other when brought together.	Chemistry Computer Science Earth Science	English Math Physics	$2,125/mo. Average	Bachelor's degree
2653 Medical Laboratory Workers perform various laboratory tests to help doctors detect, diagnose and treat disease and infection.	Biology Chemistry English	Health Math Physics	$2,340/mo. Average	Certificate; Associate degree; On-the-job training
2484 Drafters translate ideas and sketches into detailed drawings which are used in manufacturing and construction.	Computer Science Drafting English	Industrial Technology Math Physics	$2,300/mo. Limited	Associate degree; Apprenticeship
24114 Electrical Engineers design and supervise the manufacturing of electrical and electronic equipment, systems and machinery.	Advanced Math Algebra Chemistry	Computer Science Industrial Technology Physics	$3,500/mo. Average	Bachelor's degree
21448 Market Research Analysts compile information that companies use to make decisions on their products and services.	Algebra Computer Science English	Geography Math Science	$1,650/mo. Limited	Bachelor's degree
8121 Physician Assistants provide routine and emergency medical care under general supervision of physicians.	Biology Chemistry Health	Physics Psychology Speech	$3,640/mo. Average	Associate or Bachelor's degree plus 2 year program; work experience
8434 Psychologists study the way people behave and think; they seek to understand and explain people's actions.	English Math Psychology	Social Science Sociology Speech	$4,165/mo. Good	Master's or Doctorate degree
2354 Computer Programmers write programs and other instructions that enable computers to perform specific tasks.	Advanced Math Business Computer Science	Electronics English Physics	$2,805/mo. Good	Associate degree
2332 Mathematicians and Statisticians conduct research and analyze numerical data to provide information and solve problems.	Advanced Math Algebra Computer Science	Foreign Language Geometry Physics	$2,500/mo. Limited	Bachelor's degree
8132 Veterinarians diagnose, treat and prevent disease and injury in animals.	Agriculture Biology Chemistry	English Math Physics	$2,300/mo. Average	Doctorate degree

Artistic

Artistic people enjoy art, dancing, acting and music. They like to work on crafts, read fiction, attend concerts and work with ideas. Does this sound like you? If so, how about these careers...

AKCIS Occupation number, Artistic Career Occupations	Helpful High School Subjects		Beginning Salary and Projected Growth	Length of Training
9866 Performing Artists entertain audiences by singing, dancing, acting or playing musical instruments.	Art Drama English	Literature Music Speech	Varies Limited	Apprenticeship; On-the-job training
2464 Architects plan, design and supervise the construction of projects.	Biology Drafting English	Geometry Science Speech	$3,100/mo. Average	Bachelor's or Master's degree plus work experience
9834, 5982 Fine Artists and Handcrafters create or restore paintings, drawings, sculpture and other art and craft work.	Art Business Design	Graphics Home Economics Marketing	Varies Average	Apprenticeship; On-the-job training
2177 Technical Writers present scientific and technical information in clear, easily understood terms.	Data Processing English History	Journalism Literature Psychology	$2,000/mo. Good	Bachelor's degree
2174 Free-Lance Writers write articles, books or other material to sell to publishers.	English Foreign Language History	Humanities Journalism Literature	Varies Limited	Associate or Bachelor's degree
4442 Clothes Designers and Patternmakers create new apparel designs and construct patterns.	Art Crafts English	Graphics Home Economics Math	$1,650/mo. Limited	Associate or Bachelor's degree; Apprenticeship
4724 Graphic Artists and Designers create designs, illustrations and layouts used to promote products and services.	Art English Graphics	Home Economics Industrial Technology Math	$1,600/mo. Average	Associate or Bachelor's degree; Apprenticeship
2491 Interior Designers and Decorators plan the interior spaces of buildings to make them useful and attractive.	Art English Graphics	Home Economics Industrial Technology Math	$1,670/mo. Good	Associate or Bachelor's degree; Apprenticeship
24642 Landscape Architects plan and design the development of land areas for projects.	Biology Computer Science Drafting	English Math Speech	$2,000/mo. Average	Bachelor's degree; Apprenticeship
4734 Photographers use still and motion-picture cameras to portray things, people, places and events.	Art Graphics Math	Journalism Industrial Technology Speech	$1,300/mo. Average	On-the-job training; Apprenticeship; College coursework

Social

Social people like to work with people. They like to work in groups, participate in meetings, serve others and help people with problems. Does this sound like you? If so, how about these careers...

AKCIS Occupation number, Social Career Occupations	Helpful High School Subjects		Beginning Salary and Projected Growth	Length of Training
8496 Archivists/Curators preserve, research and exhibit objects of scientific or historical interest.	Art Foreign language Geography	History Literature Science	$1,780/mo. Average	Bachelor's degree
8158 Athletic Trainers evaluate physical conditions and advise and treat athletes.	Biology Chemistry Health	Math Physical Education Science	Varies Outlook Varies	Associate or Bachelor's degree
8415 Employment Interviewers recruit, interview and evaluate job applicants to select persons meeting employer qualifications.	Algebra Computer Science English	Math Psychology Social Science	$2,000/mo. Average	Associate degree
8125 Occupational Therapists help people with disabilities to develop, recover or maintain daily living and work skills.	Biology English Health	Math Psychology Sociology	$2,980/mo. Excellent	Bachelor's or Master's degree
8433 Legal Assistants help lawyers by conducting research and preparing documents.	Accounting Business Business Law	English Math Word Processing	$2,000/mo. Good	Associate or Bachelor's degree
9414 Law Enforcement Officers enforce the law, prevent crime and protect the public.	Business Law Chemistry English	Psychology Sociology Speech	$2,670/mo. Average	Certificate; Diploma
8456 Elementary and Secondary Teachers provide instruction to students in kindergarten through twelfth grade.	Art Health Home Economics	Physical Education Psychology Sociology	$3,520/mo. Average	Bachelor's degree
9824 Radio and Television Broadcasters introduce and host radio and television programs.	Drama English Industrial Technology	Journalism Social Science Speech	$1,355/mo. Excellent	Associate degree
8126 Recreational Therapists use activities to help people regain physical and emotional health.	Crafts English Health	Physical Education Psychology Speech	$1,850/mo. Good	Bachelor's degree
8417 Social Workers help individuals and groups solve personal and social problems.	Biology English Math	Psychology Sociology Speech	$2,000/mo. Average	Bachelor's or Master's degree
84564 Special Education Teachers educate and train people with disabilities.	English Health Math	Psychology Sociology Speech	$3,520/mo. Good	Bachelor's degree

Enterprising

Enterprising people like to lead others and be in control. They like to meet important people, make decisions, start their own business and win sales awards. Does this sound like you? If so, how about these careers...

AKCIS Occupation number, Enterprising Career Occupations	Helpful High School Subjects		Beginning Salary and Projected Growth	Length of Training
1411 Office Managers organize and supervise office operations and procedures.	Accounting Business Law Computer Science	English Math Word Processing	$2,000/mo. Average	Certificate; Associate; On-the-job training
1152 Construction Managers direct building projects to meet contract specifications and schedules.	Drafting Electronics English	Industrial Technology Math Physics	$3,000/mo. Excellent	Associate or Bachelor's degree; Apprenticeship; On-the-job training
7415 Securities Salespeople buy and sell stocks, bonds, mutual funds and other securities.	Accounting Business Computer Science	Data Processing Marketing Speech	$3,000/mo. Average	Associate degree; On-the-job training
9482 Compliance Officers and Inspectors conduct investigations to see if laws, regulations or company policies are being followed.	Drafting English Health	Industrial Technology Physics Science	$2,600/mo. Limited	Bachelor's degree; On-the-job training
1636 Loan Officers examine and evaluate applications for loans or lines of credit.	Accounting Business Law Computer Science	English Math Speech	$2,350/mo. Average	Associate degree
1133 Property and Real Estate Managers manage commercial, industrial or residential properties.	Accounting Business Law English	Government Math Science	$1,500/mo. Average	Associate degree; On-the-job training
2176 Writers and Editors communicate news and ideas to people.	English History Journalism	Literature Math Speech	$1,480/mo. Average	Bachelor's degree
1162 Sales and Service Managers direct the distribution of products and delivery of services to customers.	Business Economics English	Marketing Math Psychology	$2,000/mo. Average	Associate degree; On-the-job training
21442 Sociologists study the behavior and relationship of groups formed by people.	English History Math	Psychology Sociology Speech	$2,800/mo. Limited	Master's degree
1424 Travel Agents plan routes, arrange lodging and provide other travel services for customers.	Business Computer Science English	Foreign Language Geography Math	$1,350/mo. Average	On-the-job training; Associate degree
1184 Buyers and Purchasing Agents buy the merchandise and supplies needed for companies to carry on their business.	Algebra Economics English	History Math Science	$2,000/mo. Average	Associate or Bachelor's degree; On-the-job training

Conventional

Conventional people like to keep things in order. They like to work with numbers, collect or organize things, be responsible for details and follow clear procedures. Does this sound like you? If so, how about these careers...

AKCIS Occupation number, Conventional Career Occupations	Helpful High School Subjects		Beginning Salary and Projected Growth	Length of Training
1614 Accountants and Auditors combine and analyze business records and prepare financial reports.	Business Business Law Computer Science	English Math Science	$2,570/mo. Average	Bachelor's degree
1644 Bank Tellers handle transactions for customers of banks and other financial institutions.	Accounting Business Law Word Processing	Data Processing English Speech	$1,270/mo. Average	On-the-job training
2356 Computer Operators load, monitor and run computers to process data.	Algebra Business Computer Science	English Industrial Technology Math	$1,820/mo. Limited	Certificate; Diploma; On-the-job training
2354 Computer Programmers write programs and instructions that enable computers to perform specific tasks.	Advanced Math Algebra Computer Science	Data Processing English Physics	$2,805/mo. Good	Associate degree
1438 Data Entry Operators transcribe information into a form suitable for processing by a computer system.	Accounting Business Business Math	Computer Science Data Processing English	$1,290/mo. Average	On-the-job training
3454 Room Cleaners clean rooms in hotels, motels, hospitals, dormitories and office buildings.	Home Economics	Industrial Technology	$1,150/mo. Average	Apprenticeship; On-the-job training
1431 Medical Records Technicians maintain medical records of patients in a hospital, clinic or doctor's office.	Accounting Business Computer Science	Data Processing English Health	$1,575/mo. Good	Associate degree
1452 Receptionists greet customers or visitors, determine their needs and refer them to people who can help them.	Accounting Business Math Computer Science	Data Processing English Word Processing	$1,385/mo. Good	On-the-job training
8446 Teacher Assistants provide classroom and clerical support to teachers.	Business Health Home Economics	Physical Education Speech Word Processing	$10.50/hr. Good	On-the-job training
1635 Underwriters review insurance applications to determine the degree of risk involved and accept or reject them.	Accounting Business Law Computer Science	English Math Speech	$1,900/mo. Average	Associate degree; On-the-job training

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Keys to Communication

Expressing yourself appropriately is important when you are out of work and it is tempting to let everyone know how you feel. You may want to share your side of the story about leaving your last job or how tough it is to find a new one. That's okay in the right place at the right time.

When you are negative about a former employer, potential employers fear you will be the same way with them. Friends may not introduce you to their contacts because of the impression you may convey.

You may need to share frustrations, but do it in a safe environment, with family or friends. With all others, be positive or neutral about your former employer or current situation.

People are more willing to help those who are positive and optimistic. Since you need positive references and genuine support throughout your job search, be aware of what you say and how it reflects on you.

During your job search you will enter into two types of conversations: those that focus on frustrations and concerns, and those that focus on your positive traits and skills. Both types of conversations are important to your success. The key is to have each type of discussion with the appropriate people.

The following exercise will help you decide what you should and should not say when talking with others. Inappropriate topics include:

- Problems with supervisors
- Financial worries
- Details about leaving last job
- Medical problems
- Fears about finding work
- Job hunting frustrations

List specific people to discuss these topics with:

_____

_____

_____

Topics that are appropriate to discuss with job contacts:

- Personal strengths
- Past accomplishments
- Career objectives
- Benefits you bring
- Technical expertise

List specific contacts to discuss these topics with:

_____

_____

_____

_____

Attitude Inventory

To the left of each question listed below, write the number you believe is the most accurate answer using the following scale:

- 5 = positively yes
- 4 = mostly yes
- 3 = undecided
- 2 = mostly no
- 1 = positively no

Attitude Inventory Questions

____ Do you make friends easily?
____ Do you try hard not to be a complainer?
____ Are you careful never to interrupt while another person is speaking?
____ Can you be optimistic when others around you are depressed?
____ Do you try not to boast or brag?
____ Do you control your temper?
____ Are you genuinely interested in the other person's point of view?
____ Do you speak well of your employer?
____ Do you keep the same friends for years?
____ Do you feel well most of the time?
____ Do you refrain from swearing?
____ Do you keep promises?
____ Are you at ease with the opposite sex?
____ Do you try to be helpful to others?
____ Do you try to organize your work and keep up with it?
____ Do you get along well with your parents?
____ Do you readily admit your mistakes?
____ Can you be a leader without being bossy?
____ Is it easy for you to like nearly everyone?
____ Can you stick to a tiresome task without being constantly urged along?
____ Do you realize your weaknesses and attempt to correct them?
____ Can you take being teased?
____ Do you avoid feeling sorry for yourself?
____ Are you courteous to your fellow workers?
____ Are you usually well groomed and neatly dressed?
____ Are you a good loser?
____ Do you enjoy a joke even when it is on you?
____ Do you like children?
____ Do you keep your own room in good order?

____ Are you aware of the rules of etiquette?
____ Are you tolerant of other people's beliefs?
____ Do you respect the opinions of your parents?
____ Do you know how to make introductions easily and correctly?
____ Do you avoid sulking when things do not go as you would like?
____ Are you a good listener?
____ Do you like to attend parties?
____ Are you the kind of friend you expect others to be?
____ Do you accept compliments and gifts graciously?
____ Can you disagree without being disagreeable?
____ Do you like to give parties?
____ Can you speak before a group without feeling self-conscious?
____ Are you usually on time for social engagements?
____ Do you drive carefully?
____ Do you generally speak well of other people?
____ Do you smile easily?
____ Can you take criticism without feeling resentful or being hurt?
____ Are you careful to pay back all loans, however small?
____ Does your voice usually sound cheerful?
____ Can you work well with those you dislike?
____ Do you contribute to conversation at the family dinner table?
____ Do you try hard to get along with family as well as friends?
____ Do you like people who are much older than you are?
____ Are you pleasant to others even when you feel displeased about something?
____ Do you show enthusiasm for the interests of others?
____ Are you free from prejudices?

Rating Your Attitude

- 250 - 275 You are too good to be true!
- 200 - 249 Your attitude toward others is very good.
- 150 - 199 Your attitude could use improvement.
- Below 150 You need to make a careful study of your attitude toward others, looking at yourself as others see you. Then you need to begin working toward improving your attitude.

Ways to Maintain a Healthy Self-Concept

1. **Relaxation** - Make sure you set aside ten to fifteen minutes daily to let your mind and body relax. Find a quite place without distraction to relax, making sure you allow your mind to focus on positive things.
2. **Physical Activity** - Make sure you spend 15 to 30 minutes daily to do something active. Walking the dog, going up and down stairs, and continuous walking in a shopping mall are examples of creative ways to stay active.
3. **Affirmations** - Each day you need to affirm who you are. Affirmations are statements such as "I can do this task" or "I will play well in the softball game." Say these affirmations to yourself three times daily.
4. **Weigh Your Self Talk** - Watch what you say daily. Look at what you say about yourself and others. See if these statements and/or thoughts are positive or negative. Strive to maintain positive thoughts and statements.
5. **List of Fun Activities** - Make a list of 15 to 20 fun, inexpensive and safe activities you like to do. Try to do a fun activity from your list every day.

I have the skills to maintain a positive self concept.

I demonstrate my realistic understanding of myself by: _____

_____

I demonstrate my positive self-concept by: _____

_____

The traits which influence my career decisions include:

a) My skills: _____

_____

b) My abilities: _____

_____

c) My interests: _____

_____

My following achievements have influenced my self perception:

_____

26

Exploring Occupations

From self assessment, the job search process moves into exploring occupations that match our skills, abilities, interests and education. There are over 12,000 job titles in the most recent list from the U.S. Department of Labor. The following exercises are intended to provide a format for researching occupational information.

Career Clusters

Below is a list of the 28 CIS occupational clusters. Place a check by the clusters that interest you. Check at least three.

____ 1100 **Administrative Occupations**
People in administrative occupations make decisions, coordinate activities, supervise workers and provide administrative staff services.

____ 1400 **Clerical Occupations**
People in clerical occupations aid the communication and the flow of business within and between organizations.

____ 1600 **Bookkeeping and Accounting Occupations**
People in bookkeeping and accounting occupations maintain and process the office records required for effective management.

____ 2100 **Social Research Occupations**
People in social research occupations identify and analyze social problems or events, and sometimes write about them or plan to correct them.

____ 2300 **Mathematical and Computing Occupations**
People in mathematical and computing occupations use numerical and data processing skills to solve problems, analyze results and make decisions in fields such as science, industry and management.

____ 2400 **Engineering and Design Occupations**
People in engineering and design occupations use scientific and design skills to plan machinery, buildings, parks and other structures.

____ 2600 **Science and Laboratory Occupations**
People in science and laboratory occupations apply scientific understanding and technical laboratory skills to test for quality control, research or diagnosis.

____ 3100 **Mechanics Occupations**
People in mechanical occupations install, repair and maintain all types of mechanical and electronic equipment.

____ 3400 **Building Maintenance Occupations**
People in building maintenance occupations clean, repair and maintain the

interior and exterior of schools, offices, hotels and other buildings.

____ 4100 **Agriculture, Forestry and Fishery Occupations**
People in agriculture, forestry and fishery occupations plan and work to increase production from farms, gardens, forests, streams and oceans.

____ 4200 **Construction Occupations**
People in construction occupations have specialized skills to handle, assemble and use building materials to build and maintain roads, houses, office buildings and other structures.

____ 4300 **Food Processing Occupations**
People in food processing occupations clean, pack and process raw food into bread and pastry, packaged fish and meats, canned fruits and vegetables, and bottled drinks.

____ 4400 **Textile and Apparel Occupations**
People in textile and apparel occupations make, mend and clean garments and other products made of fabric and leather.

____ 4500 **Forest Products Occupations**
People in forest products occupations cut timber from the forests and work in mills to process it into lumber, wood pulp or other wood products.

____ 4600 **Mining Occupations**
People in mining occupations remove ore, coal, crude oil and natural gas from the earth.

____ 4700 **Graphic Arts Occupations**
People in graphic arts occupations use a variety of specialized skills to design and print graphic materials such as catalogs, brochures, posters, newspapers and displays.

____ 5400 **Metalworking Occupations**
People in metalworking occupations use specialized tools and machines to shape metal gears, cylinders, heating ducts and auto bodies. Metal workers then assemble the parts into finished or semi-finished products.

____ 5600 **Electricity and Electronics Occupations**
People in electricity and electronics occupations construct, install and maintain electrical and electronic equipment.

____ 5900 **Other Production Occupations**
People in production occupations possess specialized skills which are used to produce goods and services in various industries.

____ 6100 **Transportation Occupations**
People in transportation occupations move passengers and freight from one place to another safely and according to schedule.

____ 7100 **Stock Control Occupations**
People in stock control occupations handle, store and control materials during production, warehousing and distribution.

____ 7400 **Sales Occupations**
People in sales occupations help customers purchase goods and services.

____ 7800 **Food Service Occupations**
People in food service occupations plan, prepare and serve food and beverages in various types of eating locations including restaurants, cafeterias, fast food establishments, salmon bakes and coffee shops.

____ 8100 **Health Service Occupations**
People in health service occupations use various skills to treat the health needs of patients or clients.

____ 8400 **Social Service Occupations**
People in social service occupations aid the personal development of individuals through education, guidance, recreation, corrections and related services.

____ 8600 **Personal Care Occupations**
People in personal care occupations assist individuals and provide services for their convenience and needs.

____ 9400 **Protective Service Occupations**
People in protective service occupations protect people and property as established by public law.

____ 9800 **Art and Entertainment Occupations**
People in art and entertainment occupations inform or entertain audiences through the use of their highly developed verbal, musical, artistic or physical skills.

Using Micro-CIS or the *Alaska Occupational Information* book, look up the CIS information for the clusters you have checked.

In the space below, indicate the career clusters you checked and list at least two occupations that interest you from each cluster. Explain why each occupation interests you.

Name of Cluster: _____ Reason for your interest:

Occupations:
1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____

Name of Cluster: _____ Reason for your interest:

Occupations:
1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____

Occupational Research

Select an occupation that interests you from your skills or interest inventories and answer the following questions about that occupation. Use career information programs such as AKCIS, publications such as the *Directory of Occupational Titles* and the *Occupational Outlook Handbook*, and people you know for your sources of information.

1. What is the title of an occupation that interests you?_____

_____

2. Before consulting any other resources, describe what you think people in this occupation do. _____

_____

_____

3. Now consult AKCIS or a publication on careers and describe what it says people in this occupation do._____

_____

_____

4. Where do people in this occupation work? _____

_____

_____

5. What is the general employment outlook for this occupation in five years? _____

_____

6. How many people are employed in this occupation?_____

_____

7. List several companies that hire people in this occupation?_____

_____

_____

8. List the major types of tools, equipment, machines and materials used by workers in this occupation.

Tools: _____

Equipment: _____

Machines: _____

Materials: _____

9. Will you need training beyond high school for this occupation? _____

If so, what kind and amount of education or training will you need?

What kind: _____

_____

How much training: _____

_____

10. List qualifications other than education that are necessary in this occupation:

_____

_____

_____

_____

11. What are some similar occupations? _____

_____

_____

_____

12. Is the work seasonal? _____

If so, when are peak employment periods? _____

When are the off seasons? _____

Are layoffs common during off seasons? _____

13. Would you have to move from the area where you live to be employed in this occupation? _____

14. Compare your qualifications with the qualifications needed in this occupation.

My Qualifications: _____

_____

_____

_____

Required Qualifications: _____

_____

_____

_____

_____

How can you develop any qualifications you are lacking? _____

_____

_____

15. Does this occupation still appeal to you? _____

If not, why not? _____

_____

_____

Where to Get More Information

You can get additional information about this and many other occupations. Here are some of the most helpful sources:

Occupational Outlook Handbook (O.O.H.): Published every two years by the U.S. Department of Labor, this book is available in most libraries and schools. All the jobs listed in the Job Matching Chart are described in the O.O.H. If you want more information about any of these jobs, this is the best place to start.

Guide to Occupational Exploration (G.O.E.): Also published by the Department of Labor, this book lists over 20,000 job titles which are cross-referenced in useful ways. You can look up jobs by industry, types of skills required, or related jobs in the Job Matching Chart.

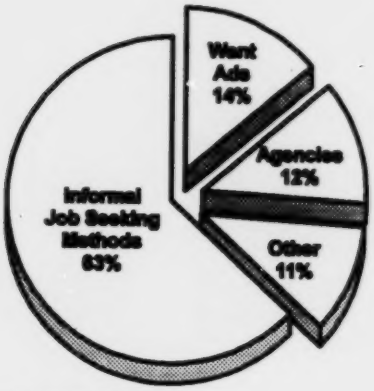
Dictionary of Occupational Titles (D.O.T.): Another book published by the Department of Labor. This one provides brief descriptions of the 20,000 jobs listed in the G.O.E. It is hard to use but provides lots of information.

Alaska Career Information System (AKCIS): AKCIS software is installed at over 160 sites around Alaska. Comprehensive information is available on occupations, schools, financial aid, starting your own business, and other helpful job search and job preparation information.

Library: Most libraries have books and other resource materials on a variety of careers. Ask the librarian for help in finding information about the jobs that interest you.

People: Ask friends, relatives and others to tell you what they know about the jobs that appeal to you. They also may know about other jobs that would be right for you. Once you get interested in a type of job, find someone who is doing this kind of work. Ask them what they do or don't like, how they got started, and what advice they can give you about getting a job in that field.

Work in the field: The best way to explore long-term career alternatives is to get a job in that field. Often you can find entry level jobs that don't require special training. You would then be in a good position to decide to stay there, get additional training or try something else.



Source: U.S. Department of Labor

How People Find Jobs

Generally, there are four basic ways to find a job. Informal job-seeking methods are by far the most successful. But you can also find a job through want ads, employment agencies and other methods. By looking at the pie graph and the lists of activities for each of these job-seeking methods, you can determine how to best use your time and energy in your own job search.

Informal - 63%

- Direct contact with employers
- Identifying possible employers through "networking" with family, friends, teachers, neighbors and acquaintances
- Contact previous employers for possible leads
- Job club or support group

Want Ads - 14%

- Answer ads in newspapers
- Answer ads in trade or professional journals
- Place ad to "sell yourself"
- Answer storefront signs

Agencies - 12%

- Employment Service
- Private employment agencies
- School placement offices
- Local, state and federal government personnel offices
- Chamber of Commerce
- Small Business Bureau

Other - 11%

- Civil Service tests
- Local labor unions
- Local community organizations
- Phone directories
- U.S. Armed Forces recruiting offices
- Professional organizations
- Women's organizations
- Political organizations
- Church groups
- Industrial directories and informational pamphlets (check your local library)

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Using Want Ads

Find the classified section in your local newspaper and locate the want ads. Find an ad that matches your interests and your level of education and tape it in the space provided on the left. Use the ad to answer the questions that follow.

Tape want ad below

1. What is the title of the advertised job? _____

2. What salary is listed or expected for this job? _____

3. What education is required for this job? _____

4. What job requirements are listed? _____

5. What strengths do you possess for this job? _____

6. Whom should you contact for further information concerning this job?

7. What further training might you need for this job? _____

8. How can you get more information about the company before you make contact with them? _____

9. What questions should you be prepared to answer when you make contact with the company? _____

10. What will you say if you make telephone contact for more information about this job? _____

Company Research

Learning how to find out background information about companies is an important step in the job search process. Through self-assessment, you have determined what it is you would like to do. By doing your own research, you can identify; companies that offer the type of employment you are looking for and you may find job opportunities that have not been advertised.

Knowing how to research a company is the beginning step for resume writing and preparing for interviews. The primary sources for finding out information about what companies to research are the Yellow Pages, Alaska Department of Labor information and your local library.

Choose an occupation from your skills or interest inventory and research a company that employs people in that field.

1. What occupation are you interested in?_____

_____

2. List two companies that would hire for that occupation. _____

_____

_____

3. Why would you like to work for these companies?_____

_____

_____

_____

4. What skills do you have that would benefit these companies? _____

_____

_____

_____

_____

5. How would you approach these companies to find out about future openings? _____

_____

_____

_____

_____

_____

Job Leads Checklist

____ I have identified agencies that can help me in my job search. They are:

_____

_____

_____

_____

____ I have thought about companies I can apply to directly. They are:

_____

_____

_____

_____

____ I know the headings in newspapers under which I can look for jobs that interest me. They include:_____

_____

_____

_____

____ I know how to read newspaper advertisements.

____ I know where to find government job announcements.

____ I have identified some people I know who can help me. They are:

_____

_____

_____

_____

____ I know what kind of job I am seeking or how to go about figuring that out.

Information Checklist

Several types of information are important for both job applications and your resume. The following checklist is provided to help organize the information you will need for applications and resumes:

___ **Your name, address and telephone number**

If you do not have a telephone, you will need to give a telephone number where you can receive a message.

___ **Official Documents**

Your Social Security card; proof of citizenship or an Alien Registration card; your driver's license; your birth certificate; your high school or college diploma.

___ **Previous Employment**

You will need the names, addresses and telephone numbers of any significant employers, the dates you worked for them, your job titles, starting and ending salaries, and brief descriptions of your duties and accomplishments.

___ **Job-related Skills**

Special skills such as typing, computer and software knowledge, foreign languages you speak and/or write, equipment or machines you can operate; transferable skills such as directing the activities of others, selling, or writing technical manuals; special certificates you have to operate machines, equipment or vehicles; current health and safety cards.

___ **Volunteer Work**

Include information about job-related volunteer work. If you have done volunteer work that shows you have skills or interests that pertain to the job you are seeking, it is generally helpful to include it. You will need to include the same information that you provided about previous employers.

___ **Education**

The schools you have attended including job-related training from trade schools, skills centers, former employers' training programs and workshops. You may want to list diplomas you have earned at each school, relevant course work, activities and awards.

___ **Military Service Records**

If you have had military service experience, include the branch of service, the highest rank achieved and type of discharge. Be sure to list all duties or training that pertain to the work you are seeking. Have copies made of your DD-214 to give to employers who request it.

Additional Information Include facts that are relevant to job success. For example: awards, honors, scholarships; extracurricular activities; memberships or service affiliations; travel experiences or other interests.

References The names, titles, addresses and telephone numbers of three people (not your relatives) who have known you for at least one year, preferably people who know your skills and abilities as they relate to work. Be sure and get their permission prior to releasing their names and telephone numbers. Talk to them about your job search and get a feel for the recommendation they will give you.

For more information on collecting important information, see the following AKCIS file: JS 13

Job Applications

Many times the job application is the first step in getting a job. This is a very important step in the job search process because:

- It is the first chance you have to make a positive impression on a potential employer. Usually an employer sees the completed application before they see you.
- Information you put on an application form will tell an employer if you have the skills and experience required. The application will help the employer decide whether to invite you to an interview based on your qualifications.
- From the application form, the employer can get an idea of how well you follow directions, whether you can spell correctly and write clearly, and if you are careful about filling out the application neatly.
- The application is a legal document and is required by many employers. In this case, you may choose to submit a resume along with your application, but the resume is not a substitute for the application.

Application Tips

Read it first Read the entire application first before filling it out.

Follow directions Carefully read and complete all sections of the applications. Follow the directions! You can make a negative impression quickly if you don't follow directions.

Be neat

A messy application will be rejected immediately. It will make you look as if you don't care. Type or print neatly. Do not use cursive or pencil to fill out an application. If you make an error, ask for a second form.

Provide only positive information

Do not provide negative information. It will be used to screen you out. Leaving a space blank is better than giving information that will get you screened out.

Use all available space to present positive information

For example, list any unpaid (volunteer) experience in the Work Experience section. List training in high school or the military that relates to the job you want, even if it isn't asked for. Find a place to put this helpful information, even if it is in the margin.

For more application tips, see the following AKCIS file: JS 22; also, see the "Sample Interview Questions" section in this workbook.

Handling Problem Questions

Applications sometimes ask difficult questions. The following are a few typical problem questions and ways to handle them.

Gaps in Employment

Employers like a complete history. They will wonder what you did during the times you were not employed. If you have a good reason for a gap in your employment history, be sure to list it. Say "raising children," "return to school," or "helped uncle get a new business started." If you did anything for money during this time say "self-employed." Give details if they support your job objective.

If the gap was several years ago, simply show the start and finish dates of your employment as complete years. For example, 1986 to 1987 does not show any gap at all.

Felony Convictions

If you were arrested but not convicted, say "No."

Disabilities, Physical or Emotional Problems

Unless your problem prevents you from doing the job, it probably is none of their business. It is usually safe to refrain from answering the question.

Reason for Leaving Last Job

Don't say "fired" if you were laid off because of a business slowdown or other good reason. Give the reason. If you didn't leave on the best of terms but didn't do anything illegal, it is often best to list a legitimate excuse. Use something neutral, such as "returned to school" or "decided on a career change."

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Too Little Experience

If you don't have much experience for the job you want, emphasize your other strengths. List volunteer work as a job in the work section and leave the wages paid blank. Give more details of related training, education and transferable skills used in other jobs.

Pay Desired

It is often best to say "open" or "negotiable."

Position Desired

If possible, list a broad career field. For example, say "general office" rather than a specific title, such as secretary. Titles and duties often vary from place to place.

Too Much or Too Little Education

If you are over-qualified or your credentials are strong but in another field, consider leaving out some of your unrelated education. You may be applying for a job that usually requires advanced training or a degree. If you did not graduate, say you "attended" certain institutions. Don't say whether you did or did not graduate.

Sample Application

On the next two pages is an application used by the Alaska Employment Service. Pick a job that you think you might be interested in and try completing the application using the tips from the previous pages.

For more application information on answering problem questions, see the following AKCIS file: JS 13

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COMPANY OR EMPLOYER NAME: _____ POSITION APPLIED FOR: _____

Employment Application

TELEPHONE _____

SOCIAL SECURITY NUMBER *(Optional)* _____

YOUR NAME: _____
Last First Middle

ADDRESS: _____

_____

ARE YOU ABLE TO PERFORM THE ESSENTIAL FUNCTIONS OF THE POSITION WITH OR WITHOUT ACCOMMODATION?

☐ Yes ☐ No

ARE YOU LEGALLY ELIGIBLE FOR EMPLOYMENT IN THE U.S.A?

☐ Yes ☐ No (If yes, verification will be required)

I AM SEEKING A PERMANENT POSITION ☐ Yes ☐ No

I AM SEEKING TEMPORARY WORK UNTIL (DATE) _____

IF NECESSARY FOR THE JOB I AM ABLE TO:

Work (Which Shifts)? _____

Work Overtime? _____

Provide a valid Alaska Drivers License? _____

IF NECESSARY FOR THE JOB, ARE YOU OVER: 14 15 16 18 19 21 (Please Circle One)

I WILL BE ABLE TO REPORT TO WORK _____ DAYS AFTER BEING NOTIFIED THAT I AM HIRED.

EDUCATION School Name/ Location	Yrs. Completed	Field of Study	Graduate or Degree
High School			
College/University			
Business/Technical			
Other (May include grammar school)			

MILITARY SERVICE ☐ Yes ☐ No Duty/Specialized Training _____

_____

_____

REFERENCES: List two personal references who are not relatives or former supervisors.

Name	Address/telephone	Occupation	Years known

EMPLOYMENT: List last employment first. Include summer or temporary jobs. Be sure all your experience or employers related to this job are listed here, in the summary (following this section), or use an extra sheet of paper if necessary.

Employer Name and Address	Position Title/Duties Skills		Dates Employed From / / To / /
			Salary
			Reason for Leaving
	Supervisor's Name	Telephone	

Employer Name and Address	Position Title/Duties Skills		Dates Employed From / / To / /
			Salary
			Reason for Leaving
	Supervisor's Name	Telephone	

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EMPLOYMENT CONTINUED

Employer Name and Address	Position Title/Duties Skills		Dates Employed From / / To / /
			Salary
			Reason for Leaving
	Supervisor's Name	Telephone	

Employer Name and Address	Position Title/Duties Skills		Dates Employed From / / To / /
			Salary
			Reason for Leaving
	Supervisor's Name	Telephone	

Summarize other employment related to this job. _____

_____

_____

Types of computers, other electronic or mechanical equipment that you are qualified to operate or repair:

_____

_____ Typing Speed: _____

Professional Licenses, Certifications or Registrations: _____

Additional skills including supervision skills, other languages, or information regarding the career/occupation you wish to bring to the employer's attention: _____

_____

_____

In case of accident or illness, please contact: Name: _____ Daytime Phone: _____

Address _____ Relationship: _____

Information to the applicant: As part of our procedure for processing your employment application, your personal and employment references may be checked. If you have misrepresented or omitted any facts on this application, and are subsequently hired, you may be discharged from your job. You may make a written request for information derived from the checking of your references.

If necessary for employment, you may be required to: supply your birth certificate or other proof of authorization to work in the US, have a physical examination and/or a drug test, or to sign a conflict of interest agreement and abide by its terms.

I understand and agree to the information shown above:

Signature _____ **Date** _____

Equal Employment Opportunity: While many employers are required by federal law to have an Affirmative Action Program, all employers are required to provide equal employment opportunity and may ask your national origin, race and sex for planning and reporting purposes only. This information is optional and failure to provide it will have no affect on your application for employment.

EMPLOYER SECTION: _____

_____

_____

Developed at Employer request by Alaska Employment Service.
Alaska State Department of Labor

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Developing an Effective Resume

Resumes should be designed to sell you to an employer. They should be considered a marketing tool, not a personal document. Companies typically receive hundreds of resumes, giving only a quick glance (perhaps 10 seconds) to each. Ensure that your resume gets you an interview by fitting it honestly to the employer's needs.

When developing your resume, remember it is about *you* and not just the jobs you have held. It should focus on your future and not your past by summarizing your accomplishments and not just your job duties. Target your skills and abilities that are specific to the job you are applying for. Emphasize the skills you have that are the same as the skills required to do the work. Use the terminology of the occupation for which you are applying. When describing your past work experience, mention those duties and responsibilities that made use of these skills.

Tip: The occupation descriptions and skills found in AKCIS or found in the *Alaska Occupational Information* book can help.

Remember, there is no one right way. The style and information will vary depending on you and your particular situation. When you are applying for different occupations, design a resume targeted to each occupation and employer. Talk to someone working for the company or in that occupation and get a feel for the vocabulary and issues common to the industry, company or occupation.

What's in a Resume?

Several types of information belong in your resume:

- **Your name, address and telephone number** at the top of the page. Avoid abbreviations and nicknames. Use the same name used on your employment application. If you do not have a telephone, give a telephone number where you can receive a message. Otherwise, having a message telephone number on your resume is an option.
- **A brief statement about the type of work you want.** This is often called an "Employment Objective," "Objective," or "Job Objective." This statement should include only one objective or a single goal.
- **Educational background.** List in reverse chronological order the schools you have attended, beginning with your present or most recent school. List diplomas you may have earned at each school. If you did not graduate, state how many years you attended without giving dates. By giving dates you could reveal your age; age has no bearing on work ability. If you are a recent graduate, briefly describe activities,

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accomplishments, awards, honors and athletic involvement which indicate a well-rounded personality, demonstrate social awareness and are related to your employment objective. If you have been out of school for a while, use less educational detail but present your education clearly and concisely. Finally, list recent courses that are relevant to your employment objective.

- **Work experience.** Include the names and addresses of any significant work experience, beginning with your present or most recent work. If dates are listed, use only the beginning and ending month and year or years. Provide your job title and a brief description of your duties and accomplishments. Use quantifiable data or measurable descriptions where appropriate.
- **Volunteer work.** If you have done volunteer work that shows you have skills or abilities that pertain to the job you are seeking, it is generally helpful to include it. Use the same format as for your work experience.
- **Military service.** Include this section if you have had recent and extensive military service experience. If you have recently been discharged, you will want to give this section similar emphasis to the work experience section. For others, this section is optional.
- **Additional information.** Include facts that are relevant to your employment objective. For example: awards, honors, scholarships; professional memberships; athletic or civic activities; foreign languages you speak or write; skills such as typing, computers or software you can use; equipment you can operate; current occupational licenses or certificates; hobbies or interests that relate to the job; or other interests.
- **References.** Select three people who have known you for at least one year. The best references are employers who know your skills and interests or customers who have received your service. It may be more impressive for you to type these on a separate sheet of paper and reveal them at the interview. When references are not included on the resume, a statement such as "References provided on request" is appropriate.

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Making Your Resume Attractive

Employers will answer differently when asked what they think a good resume includes. Most employers will agree a resume:

- should give a single goal or objective;
- should be no more that one page in length;
- should be aimed at one job or employer; and if you have many job skills, you should write a new resume for each type of job;
- should be typeset or word processed and be neat.

Tips For An Attractive Resume

Here is a list of suggestions to help make your resume the best statement about you and your potential as an employee:

Be brief

One page of well-organized information will say more good things about you than two or three pages of unnecessary details. It is critical to have your resume highlight the areas of your experience and training that match the requirements of the job for which you are applying.

Start with your objective

Always start with a clear, concise job objective (use a job title, if possible).

Avoid repeating details that are common to several areas

Keep sentences short and to the point, emphasizing skills and credentials. Eliminate unnecessary information and make sure statements are easily understood.

Determine your best employment objective

Decide on the type of work you are best qualified to do; take into account your personal preferences, skills and experience. You may develop a well-defined objective or have several objectives for different types of work in which you are interested. In all cases, avoid the "do anything" type of objective.

Avoid using the pronoun "I"

For example, instead of writing "I was responsible for bookkeeping and billing," simply write "Responsible for bookkeeping and billing." This will make it easier for you to give yourself proper credit without feeling boastful.

Give your resume eye-appeal

Use adequate margins, double-space after each section, be sure the type is clean and dark, and strive for an uncluttered appearance. Use **bolding**, underlining, CAPITAL LETTERS, ■ boxes, and s p a c i n g to emphasize areas.

Using volunteer experience

Do not mention volunteer work for special-interest or political groups unless you are applying for a job with an organization that fully supports the work of those groups.

Consider the use of dates on your resume

By giving dates you could reveal your age; age has no bearing on abilities. Using or not using dates on your resume is an option you may want to consider carefully. Employers check the dates on your resume looking for gaps in employment. Be prepared to explain any breaks in employment. Employers also routinely verify stated dates of employment with your former employers.

Avoid use of personal information

Age, height, weight, marital status, religion or citizenship have no bearing on your ability to do the work. You may want to volunteer selected personal information if you know it will be to your advantage such as strength or endurance for some labor intensive jobs. You will need to carefully consider information that will give you an edge.

Double check your final draft

You may want to get help from a professional proofreader and typist or use a word processor. Proofread your resume carefully. Correct spelling and grammar are very important. Have the draft checked twice by different people.

Choose a high-quality 8 1/2 x 11-inch white or ivory paper

Use between 20- and 24-pound 100 percent cotton fiber paper and a good duplicating process. For the best results, have the resume typeset and reproduced by offset printing. If you are using a computer or word processor, you can run off copies with a laser printer. The quality will be almost as high as photo-typesetting. Do not use a dot-matrix printer. Do not use colored paper.

See the AKCIS Job Search files for more information on developing an effective resume and making it attractive: JS 23 and 24.

Sample Resumes

Before writing a resume, it is important to choose a format that best describes your skills and experience. Format refers to the type of information you include about yourself and the order in which it appears. There are three basic resume formats: functional, chronological and a combination of the two.

Functional

The **functional** resume format highlights your skills and accomplishments rather than your work history. It lists things you're good at and things you've accomplished at the top of the page, then summarizes the jobs you've held at the end. The functional format is effective when you have a limited work history, have gaps in your work history or when you are switching fields.

Chronological

The **chronological** resume is the most commonly used resume format. It lists your most recent job at the top of the page, then continues down to your earliest work experience. *Usually it is not necessary to go further back than ten years.* This format is effective when you have a continuous employment history and your past experience relates directly to the positions you are applying for.

Combination

The **combination** resume uses aspects of both the chronological and functional formats. It lists your jobs from most recent to earliest, then highlights responsibilities and accomplishments within each job listed. This combined approach is effective when you have held several jobs with significant responsibilities and accomplishments.

For more sample resumes, see the following AKCIS file: JS 24.

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Functional Resume Example:

RNIE
Alley #3
Corner Market & Broadway
Megalopolis, New York 10012

OBJECTIVE:

Long-term position as Housecat.

QUALIFICATIONS:

- Omnivorous. Strong rodent-control capabilities.
- Excellent nonverbal communication skills. Highly developed purring mechanism.
- Affectionate. Adaptable. Rare feline willingness to follow established guidelines.
- Proven stud potential.

EXPERIENCE:

BARNCAT, Westchester Estate, New York — March 1988 - May 1990

Ensured day-to-day rodent and small animal control for two-story, 35,000 sq. ft. barn.

- Consumed average of over five rodents per day.
- Achieved 37% reduction in barn swallow population.
- Awarded feline leukemia inoculation after one month of service.
- Earned in-house privileges for outstanding service and deportment after only two months on job!

ALLEYCAT, Wilshire Boulevard, Los Angeles, CA — Nov. 1986 - Feb. 1988

Successfully maintained territorial boundaries of 4 sq. block areas in notoriously competitive and dangerous location. Developed a high degree of proficiency in urban survival, hunting and scavenging skills.

- Honored by co-cats for consistent expertise in maneuvering safely and adroitly through skateboard, auto and roller-skate traffic.
- Known sire of at least 77 feline litters over 9-month period.

EDUCATION:

Certificate, Feline Deportment — January 1987

TOM & JERRY ASSOCIATES, Hollywood, California

(One-year intensive with Tom of famed "Tom & Jerry" partnership)

High Honors

REFERENCES:

Enthusiastic recommendations provided on request.

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Recent High School Graduate Resume Functional Format Example:

MARY ETHELBAH
2029 Heather Hill Drive
Anchorage, AK 99510
(907) 269-5555

Objective: Entry-level professional photography position.

EDUCATION

East High School, Anchorage, Alaska.
Diploma. Member Photography Club. Photographer for student newspaper and yearbook.

Mat-Su Valley Skills Center, Wasilla, Alaska.
Six-week program in basic camera repair.

EXPERIENCE

Wright's Department Store, 390 Johnson Drive, Anchorage, Alaska.
June - September, 1993.
Temporary Sales Clerk, Appliance Department.
* Set up floor and counter displays.
* Demonstrated and sold household appliances.
* Maintained receipts.

AWARDS

First place award in photography competition sponsored by the Anchorage Photography Club, June 1992.

INTERESTS

Portrait photography, frame making, repairing old cameras.

REFERENCES

Dan Tucker
Manager
Wright's Department Store
(907) 563-5555

Suzanne Stiles
Photography Club Advisor
Mat-Su Valley Skills Center
(907) 376-5555

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Chronological Resume Example:

Barbara Huggins
9843 Second Ave.
Nome, AK 99762
(907) 443-5555 **Objective:** Banking customer service position.

Highlights of Qualifications

- Experience helping customers and solving problems.
- Good with figures and record keeping, using computer.
- Hard worker who does more than is expected.
- Successfully cleaned up a two-year backlog of claims.
- Enjoy keeping busy, learning new skills and developing systems to get the job done better and faster.

RELEVANT EXPERIENCE AND ACCOMPLISHMENTS

Nov. '93-Present **Customer Service Rep.** **1st National Piggy Bank, Nome**

- Advised customers on banking products: loans, bankcards, investment services.
- Assisted customers in cashing checks, making deposits and loan payments.
- Answered phones; referred customers to other bank employees for various services.
- Balanced figures for total daily transactions.

Jan. '92-Sept. '93 **Claims Processor** **Maplehurst Medical Group, Oakland, CA**

- Cleaned up a major backlog of medical payment claims from local hospitals:
  - handled approximately 500 claims/week, at least double the amount expected.
  - paid drug claims, processing for payment over 100 claims/day.
  - found duplicate bills and duplicate payments.
- Handled incoming calls from patients; processed health plan membership applications.
- Used IBM computer daily to enter payments on patients' records and verify status of claims.

Nov '90-Dec. '91 **Sales/Customer Service** **Carl's Candies, Oakland, CA**

- Provided good quality customer service for high volume of Christmas shoppers.
- Helped employers select bulk purchases as holiday gifts for their employees.

May '89-Apr. '90 **Office Assistant** **Star Publishing Service, Hayward, CA**

- Contacted hundreds of people by phone and letter getting permission to use materials in a book to be published. Kept detailed records of contacts.

Additional Work History

Part-time jobs during high school

Nov '88-Feb. '89 **Bookkeeper** **Fred's Diner, Oakland, CA**
Mar. '87-Jan. '88 **Janitor** **Fred's Diner, Oakland, CA**

EDUCATION AND TRAINING

Oakland Community Colleges, Business Administration
Training with IBM and NEC computers

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Combination Resume Example:

LYNDA VEACH
4220 Eagle Nest Road
Juneau, AK 99801
(907) 789-5555

Job objective: Position as a warehouse worker and/or driver.

SUMMARY OF QUALIFICATIONS

- Experience as a warehouse worker with a major firm.
- Sharp and creative in solving problems; great mechanical aptitude.
- Extensive experience and knowledge of warehouse operations and moving equipment.
- Hard worker, follow instructions easily, work well under pressure.
- Possess own tools and equipment.
- Volunteer experience in community service agencies.

RELEVANT EXPERIENCE AND SKILLS

Warehouse/Inventory

- Supervised the loading and unloading of goods, making sure that items were handled with care and placed accurately in the warehouse.
- Prepared, wrapped, weighted and loaded items for shipping.
- Monitored inventory paperwork and ordering to keep warehouse fully stocked at all times.
- Operated a fork lift operation extensively.

Driver/Mover

- Operated a variety of moving equipment including: dollies, safe-jacks, book-carts, tubs, piano dollies.
- Drove bob-tail truck; working toward possession of Commercial Driver's License.
- Currently employed part-time by a Juneau moving firm.

RECENT EMPLOYMENT HISTORY

1993-Present	Mover/Installer	Fast Action Movers, Juneau, AK
1991-1992	Supervisor/Cook	Haynes Family Center, Wasilla, AK
1989-1990	Weight Trainer	Fat to Fitness Center, Soldotna, AK

OTHER RELATED WORK EXPERIENCE

2 years	Warehouse Worker	Tri-City Paper, Sebastopol, CA
2 years	Carpenter	Solid Action Construction, Crosstown, CA
3 years	Mover	Felix Trucking, Jump City, CA
5 years	Construction Worker	Pine Ridge Construction, Taylorville, CA

EDUCATION AND TRAINING

Richardsville College, Richardsville, CA, Psychology Major, 1975-1976
Simpson School of Industry, Springfield High School Diploma, Culinary Arts Major, MA 1968-1974

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Combination Resume Example:

JUSTIN R. BROWN
120 Halibut Drive
Sitka, AK 99835
(907)747-5555

Objective: Position as (1) Receptionist; (2) Office Clerk; (3) Entry Level Management

SUMMARY

- Six years office experience.
- Computer knowledge and data entry experience.
- Well organized and reliable.
- Excellent telephone manner.
- Courteous and pleasant with the public.

OFFICE SKILLS

RECEPTIONIST

- Greeted public, answered phones.
- Typed with memory typewriter.
- Coordinated paperwork with Medicaid, Medicare, social workers, office manager, central supply.

CLERICAL WORK

- Performed data entry and typing.
- Kept inventory of supplies and stock.
- Monitored shipping and receiving.
- Managed mail distribution.
- Handled copying, collating, filing.

SUPERVISORY WORK

- Supervised inventory and stock production.
- Trained youth for summer programs.
- Developed organizational chart for warehouse storage and supplies.
- Trained personnel in bookkeeping and accounting.
- Provided computer keypunch training.

EMPLOYMENT HISTORY

Data Entry Clerk **Receptionist** **Filing Clerk**	Top-Notch Temporary Services Sitka, AK	1992-93
Assistant Manager **Sales Clerk** **Assembly Work**	Flowers Plus Trading Co. Anchorage, AK	1989-1991

EDUCATION AND TRAINING

Alaska Junior College
Amelia Brown Medical Assistant School

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Functional Resume Worksheet

Name _____

Address_____City_____State___Zip_____

Home Phone(___)____-_____ Message Phone(___)____-_____

Employment Goal or Objective

_____

_____

_____

Experience

_____

_____

_____

_____

_____

_____

_____

Education and Training

_____

_____

_____

_____

Skills

_____

_____

_____

_____

Activities and Honors

_____

_____

_____

References

_____

_____

_____

Chronological Resume Worksheet

Name _____

Address_____City_____State___Zip_____

Home Phone(___)____-_____ Message Phone(___)____-_____

Employment Goal or Objective

_____

_____

_____

Summary of Qualifications

_____ years of experience in _____

Training in field: _____

Accomplishment in field: _____

Quality that supports your goal: _____

Accomplishment: _____

Experience

Dates _____

Job Title _____

Workplace _____

Dates _____

Job Title _____

Workplace _____

Dates _____

Job Title _____

Workplace _____

Dates _____

Job Title _____

Workplace _____

Dates _____

Job Title _____

Workplace _____

Education and Training

_____

_____

_____

Combination Resume Worksheet

Name _____

Address_____City_____State___Zip_____

Home Phone(___)____-_____ Message Phone(___)____-_____

Employment Goal or Objective

_____

_____

_____

Summary of Qualifications

_____ years of experience in _____

Training in field: _____

Accomplishment in field: _____

Quality that supports your goal: _____

Accomplishment: _____

Experience

Relevant Skill _____

Accomplishment _____

Accomplishment _____

Relevant Skill _____

Accomplishment _____

Accomplishment _____

Relevant Skill _____

Accomplishment _____

Accomplishment _____

Employment History

_____

_____

_____

_____

Education and Training

_____

_____

Accomplishment Exercise

This exercise is designed to help you recall and list accomplishments for resume preparation.

1. Describe a specific situation in which you solved a problem or took charge of an emergency.

2. Give an example of something you created or built.

3. Explain how you showed leadership during a challenging situation.

4. Recount a time when you achieved a goal by following instructions.

5. Describe how you discovered a need and met it.

6. What action did you take or contribution did you make regarding a company decision or change?

7. How have you increased sales or reduced costs for a company?

8. What have you done to help others reach their goals?

9. List ways you have saved time or money.

10. What awards or commendations have you received? Why?

11. Have you been recognized for a good work record?

12. Have you been involved in a team effort that produced a specific result?

13. What on-the-job training programs have you completed?

14. What work-related training courses have you attended?

15. In what way have you influenced the direction, efficiency or productivity of your work group?

Transferable Skills

Transferable skills are skills that may be used in many unrelated occupations. Look over this list of skills and circle the ones that you have used in previous jobs and that you found enjoyable. Make sure that these skills are mentioned in your resume or employment application.

Self Management Skills
Efficiency
Dependability
Flexibility
Tenacity
Drive
Conformity
Integrity

Situational Skills
Tolerating Discomfort
Tolerating Repetition
Responding to Pressure
Responding to Feedback
Emotional Control
Responding to Emergencies
Risk Taking

Detail Skills
Caution
Precision
Alertness
Attending to Details
Following Procedures
Verifying
Record Keeping
Sorting

Movement Skills
Finger Dexterity
Motor Coordination
Rapid Reaction
Stamina
Strength

Operational Skills
Operating
Assembling
Adjusting

Numerical Skills
Counting
Calculating
Measuring
Estimating
Budgeting
Numerical Reasoning

Communication Skills
Reading
Writing
Editing
Questioning
Explaining
Conveying Emotions

Conceptual Skills
Visualizing
Drawing
Designing

Judgment Skills
Sound Discrimination
Color Discrimination
Shape Discrimination
Depth Perception
Using Facts
Using Experience
Aesthetic Judgment

Reasoning Skills
Investigating
Structuring
Planning
Analyzing
Synthesizing

Interpersonal Skills
Serving
Treating
Tact
Cooperating
Understanding
Advising

Leadership Skills
Decision Making
Directing Others
Initiating
Persuading
Confronting
Negotiating
Training
Performing

Additional key verbs, as well as nouns, adverbs and adjectives for use in resumes and applications, can be found in the AKCIS computer program: JS 23 Developing a Resume.

You may also want to use the Micro-Skills program to help you use these transferable skills to find out what types of occupations use the ones that you enjoy the most.

Resume Checklist

Overall Appearance

____ Ample space

____ Wider than average margins

____ Full capitalization used for headings and company names only

____ Underlining and bullet statements used sparingly

____ Consistency (e.g. bolding of headings, placement of dates)

Content

____ All information presented is positive

____ Information is rank ordered from most important to least important

____ Objective statement used only when career goals are clearly defined

____ Background summary includes years of experience, areas of expertise and special skills

____ Thorough description of job responsibilities

____ Job responsibility statements longer than accomplishment statements

____ Accomplishment statements approximately two lines in length

____ Results of accomplishments included and quantified when possible

____ No gaps in dates in work experience section

____ Personal items consistent with goals and job experience

Writing Style

____ Written in the third person; no "I" statements

____ Written in easily understood language (except where technical terms are required to explain specifics)

____ No redundancy or repetition; every word counts

____ Abbreviations and acronyms eliminated except when well known

____ Grammar is correct

Miscellaneous

____ Format is appropriate based on career objectives

____ Resume is appropriate length (one page)

____ Information presented is factual, honest and accurate

Writing a Cover Letter for Your Resume

Always write a cover letter when sending your resume to a prospective employer. Cover letters are important, perhaps more important than resumes. You want the letter to convince the employer to take action on your resume, to invite you to an interview.

Like your resume, the cover letter should be brief and to the point. Its purpose is to tell the employer why you are interested in the job, what qualifies you for the job, and to request a face-to-face meeting.

January 3, 1994 ← **The date**

Mr. Kenneth D. Wilson
Personnel Manager
Kwick Litho Service, Inc. ← **Name, title and address of a specific person**
145 West Riverview
Valdez, AK 99686

Dear Mr. Wilson:

I am submitting my resume for the offset press operator position advertised yesterday in the Gazette-Times. ← **Purpose of the letter, enclose your resume**

I am eager to work for a prominent, full-service printing operation such as Kwick Litho Service. Currently I am enrolled in graphic production classes at Prince William Sound Community College. My course work has included a full range of printing tasks including design, three-color off-set and web press operation, and the use of presensitized and direct-image plates. ← **Brief history with experience and skills that demonstrate interest and ability related to the specific position.**

After completing these courses next month, I would like the opportunity to put my training into practice in a position such as the one you have advertised.

Would it be possible to schedule a time when I might visit you? I would like to talk with you about my qualifications and my interest in working for Kwick Litho Service. ← **Request an interview**

Sincerely yours,

← **Skip four spaces for signature**

Daniel Heidelburg
234 West Maple
Valdez, AK 99686 ← **Your return address and phone number**
Phone: (907)555-6789

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Writing a Letter of Introduction

For job-seekers, a letter of introduction can be an effective way to make the first contact with an employer. Writing a good letter requires research and originality. The letter must show your interest and qualifications if it is to catch the employers attention.

A letter of introduction shows your knowledge of the employer's needs and your ability to meet those needs. The letter must leave the impression you have something special to offer. A letter of introduction is not a letter of application. Its purpose is NOT to apply for a job or even to ask whether an opening exists.

Many personnel managers will react favorably to a letter of introduction. The letter, if it is well written and researched, can command more attention than a resume. Resumes arrive at many personnel offices in such great numbers that most are barely noticed. A good, concise, attention-grabbing letter of introduction is rare.

Letter Writing Tips

Identify Firms. Identify firms that have the type of work you are seeking. Check the "Yellow Pages" in the telephone directories, business and industry directories, the Chamber of Commerce, trade journals, and classified ads from back issues of newspapers. Also get suggestions from friends, career counselors, and the state employment office.

Select Employers. Select employers who interest you and for whom you would like to work. For each one, find some piece of information you can use as a focal point in your letter. Often this information will be related to the employer's plans for expansion or to problems the employer is experiencing.

Write the Letter. Give your letter a businesslike appearance. Type it on high-quality bond paper. Make sure the type is clean and dark; avoid erasures and strikeovers. Keep the letter as short as possible. Use adequate margins and center it on the page so there is as much room above the first line (the date) as there is below the last line (your phone number). Proofread it carefully for spelling and grammar. Ask someone who is a good writer to review your letter.

Begin your letter with a reference to some fact about the employer that is related to your abilities. Address the letter by name to the person in charge of hiring. You can obtain the name of your prospective employer's hiring official by calling the employer's personnel office. In some cases, the name of the contact person is listed in the advertisement or job posting.

Follow Up. Allow about ten days for a response. If no reply comes, call the personnel office and ask whether you could hand-deliver your resume rather than wait for a reply to your letter.

From your research you will have a great deal of information about the prospective employer. Don't waste your research effort by giving up. Keep working for an interview, or even an informal meeting, where you can convey your knowledge of the employer and demonstrate your abilities.

Sample Letter

September 2, 1994

Sharon Thompson
Personnel Director
Crest Publications, Inc.
3400 Industrial Way
Anchorage, AK 99513

Dear Ms. Thompson,

I read with interest an article in Publishers Monthly about your company's plans to start a new magazine for outdoor recreationists. The article mentioned that a major part of each issue would cover wilderness area preservation efforts.

For the past two years I have been deeply involved in resource management and land-use planning. During this time I served on a citizens' advisory committee that recommended management practices for U.S. Forest Service lands. I have also done free-lance writing and publications design for the Nature Conservancy and other groups concerned with resource protection.

My first-hand knowledge of preservation efforts in Alaska, plus my writing and publications experience may be of help to you on the new magazine. Would it be possible to arrange a time when I could visit you?
Sincerely yours,

(leave four spaces for a signature)

Thomas M. Hunter
344 41st Street Southeast
Sitka, AK 99835
Phone: (907) 555-5678

Sample Letter, Recent Graduate

April 9, 1994

Steve Porter
Director of Sales and Marketing
The Averitt Company
54959 Artillery Drive
Kodiak, AK 99615
Dear Mr. Porter:

I noticed that Averitt Company is planning to send a recruiter to the University of Alaska Fairbanks next month. I also read in the March 22nd edition of "Business Week" an article about Averitt's planned expansion into the paperboard market. For the past three summers, I have worked for Johnson's Paper Box, a local corrugated box manufacturer. In June, I will receive my bachelor's degree in Business Management.

I feel I have the experience and qualifications which will help Averitt Company in their upcoming expansion. I would appreciate the opportunity to demonstrate this through a personal interview with your recruiter during your upcoming interview schedule at the university.

Although short on experience, I am long on interest and enthusiasm! I am an outgoing, friendly individual who would enjoy developing strong personal relationships with customers. My bias for action and strong service orientation would serve me well in responding to the needs of clients. My drive, determination, and leadership skills are illustrated by the following accomplishments:

- Grade Point Average of 3.4/4.0
- Fraternity President in Senior Year
- Fraternity Vice-President in Junior Year
- Co-Captain Varsity Swim Team - Senior Year
- Intramural Volleyball - 3 years
- Intramural Boxing - 2 years
- Business Writer for the Bengal - University Newspaper

I would like the chance to put my energy, drive and enthusiasm to work for a company such as yours. May I have the opportunity to further discuss my interests and qualifications during a personal interview with your representative?

I will call you on Wednesday, April 21, to determine your interest and to arrange a suitable time for a meeting with your recruiter. Thank you for your consideration.

Sincerely,

(leave four spaces for signature)

Jack Osborn
1066 Borah Hall
University of Alaska Fairbanks
Fairbanks, Alaska 99775
(907) 555-0947

66

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Preparing for a Job Interview

A job interview is a face-to-face meeting with your prospective employer. It is an opportunity for you to confirm what the employer already feels to be the case: that based on the facts in your resume or application form, you are qualified for the job.

Normally, only a small percentage of applicants for any job get interviews. Out of one hundred applicants for a job, an employer may interview only five. Knowing you are among the few selected should increase your confidence and enthusiasm. Your objective now is to convey your confidence and enthusiasm during the interview. Here are some guidelines for interviewing.

Before the Interview

Research the firm thoroughly before the interview. You may need to check for firm information files or business directories at the public library or school library. The Chamber of Commerce may give you brochures or fliers about the firm and its activities within the community. Look up the firm in the Yellow Pages of the telephone directory; you may find company ads or other useful information. The firm may have special job fair or trade fair brochures or company fact sheets that will be informative. Talk to people you know about the firm, especially current employees. You may make an anonymous phone call to the company and briefly ask the receptionist or secretary what you need to know.

Find out in advance the name and title of the person who will interview you. For some positions, you may be interviewed by more than one person. When you know the name in advance, you are less likely to forget after being introduced. Call the employer's office a day or so before the interview to find out who will conduct it.

Prepare yourself mentally. Convince yourself you are the best possible candidate for the job. You will want to project competence, self-confidence and enthusiasm.

Look your best. Wear conservative clothing. The interview outfit varies depending on the job you want, the company image and your own comfort with your personal appearance. A clean, well-groomed appearance will increase your self-confidence and make a favorable impression. Pressed, clean, fresh clothes are the rule. Bathe before the interview. Hair needs to be clean and neat, and fingernails should be clean and properly cut. Wear minimal jewelry and polished or unscuffed shoes. Don't go to the interview smelling of tobacco smoke, heavy cologne or after-shave.

Bring the items you will need: a copy of your resume, your Job Application Information Sheet, your references, samples of your work if appropriate, and a pen in case you need to complete any forms or tests.

Go to the interview alone and plan to arrive five to ten minutes early. If necessary, visit the site of the interview in advance so you will not have trouble finding the right location.

When you arrive at the office, introduce yourself and tell the receptionist you have an appointment for an interview. Give the time of the appointment and the name of the person who will interview you.

Greet your interviewer by name, shake hands and introduce yourself. "Hello Mr./Ms. So and So" is always appropriate. Don't call your interviewer by first name unless asked to. Wait for the interviewer to offer you a seat. Do not sit down until they have seated themselves.

During the Interview

If you are nervous, it may help to mention it. Interviewers are used to nervous job applicants. Simply saying, "I'm a little nervous about this; it's very important to me," will help create a more relaxed situation.

Look the interviewer in the eye, but avoid staring. Vary your tempo and tone of voice. Sit up straight and look alert. Don't chew gum or smoke, even if the interviewer does. Do not hesitate to smile when appropriate; interviewers hire people they like.

Be honest in your answers, but steer away from any troublesome areas. You, more than the interviewer, can control the content of the interview. Know in advance what you want to say and look for opportunities to say it. Expand your answers to questions to include points that may not be otherwise addressed. Teamwork is one area of great concern to employers. Provide examples that show you work well with other people. If an employer asks you about something you are uncomfortable with, ask how it relates to the job duties.

When you have questions about the job's duties, ask them early in the interview so that you can target your abilities to the job as the interview progresses. Relate your comments to the employer's needs rather than to your background and accomplishments.

Talking too much about the past is one of the most common mistakes job applicants make. Don't boast about what you have done. Instead, talk about the employer's needs and how you can meet them.

Don't mention financial or personal problems.

Don't bring up salary, vacations or fringe benefits. Wait for the interviewer to introduce these subjects. The best time to talk about salary is after you have been selected for the job. You are then in a much better position to negotiate.

After the Interview

Often you can ask questions at the conclusion of the interview. Be sure to have some questions that will assist you in deciding whether the position is suitable for you. You may want to ask for information that you need before you accept the position. However, these questions should not be your first questions.

Thank your interviewer at the close of the session. Offer your references if they have not already been requested. End the interview with a firm handshake.

If the job is offered, **be prepared to accept it, to reject it,** or to get answers to any additional questions you may have.

Soon after the interview, **send the interviewer a brief thank you note.** If you still want the job, be sure to state this in the letter.

Be patient. The employer probably wants to check your references and see other applicants before deciding.

An interview can be a stressful experience. Consider it a recognition of your assets and an opportunity to gain something valuable without risking anything but your time. Preparing yourself will make a big difference.

Sample Interview Questions

Everything about you should be viewed as an asset and you should be prepared to explain to an interviewer why it is an asset and why you would be a good person to hire.

What Employers Really Want to Know

Interviewing for a job is one of the hardest parts of the job search. Knowing exactly how to answer interview questions is difficult, especially for people new to job hunting. Don't be discouraged if you have a bad interview experience. Most people go to many interviews before being hired.

Employer Expectations

Employers use the interview to evaluate you. Will you be able to do the job? Will you be a good employee? If you do meet their expectations, you may get an offer or a referral. Three basic expectations of employers are:

Do you look like the right person?

Appearance: First impressions do count!

- Personal appearance
- Manner
- Paperwork

Can you be counted on?

Dependability

- Can be trusted
- Gets things done on time
- Gets along well with others
- Is productive

Can you do the job?

Skills, Experience, Training

- Experience
- Education and Training
- Interests and hobbies
- Life experience
- Achievements
- Abilities

General Questions

The following are examples of commonly asked questions. There are many variations of these questions. Think through how you can best answer each question. Ask yourself why the interviewer is asking this question.

For technical and professional work, you may be asked detailed questions targeted to the work required. Such specific questions are not included here.

Be prepared to talk through problem-solving task questions at interviews for positions such as engineers, computer-related positions, specialized clerical positions or manufacturing positions.

Question 1 ***Tell me about yourself.***

The interviewer is really asking "are you well adjusted, able to work well with others? Do you have outside interests that add to or conflict with your value to the company?" It is best to start by narrowing this "question" down if you can. Respond with a question such as "What area of my background would be most relevant to you?" This allows the interviewer to help you focus your response to those areas that are most important and helps prevent a rambling response in an attempt to cover everything you think they want to know about.

Whether the interviewer responds helpfully or not, concentrate on your positive work attitudes such as honesty, determination, dependability, problem-solving abilities or teamwork. Use examples of work or outside activities which illustrate these favorable traits. Responses such as "I work well under pressure" or "I enjoy working as part of a team" are much more effective if you give specific examples from work experiences or hobbies. Something like "In my last job, I met all my deadlines even if it occasionally meant putting in some extra hours when necessary" or "I am rarely sick. I keep in shape by playing softball and coaching my daughter's youth soccer team."

This is also a good question with which to show your ability to organize and discuss your work experience, achievements and plans. You will be able to convey your energy level, confidence and communication skills.

Be prepared to give a 30- to 60-second summary.of relevant and important job-related activities. Give examples of skills, details of achievements or previous work experience. Avoid rambling on and on.

You may give a 30- to 60-second summary of your personal background that will interest interviewers and make you stand out in their minds when it comes to the point of deciding who to hire. Try to include things that make you sound like a stable and trustworthy person: hobbies or special interests; community organizations to which you belong; sports you play; work experience, training or education; and your aptitudes.

Write a few ideas for how you would answer this question:

_____

_____

_____

_____

_____

_____

Question 2 ***Why do you want to work here? Why should I hire you?***

Interviewers want to know that you have exercised judgment and choice in selecting them. Be prepared by researching the company, knowing exactly why you want to work there and organizing your statements. These efforts assure the interviewer that they will benefit from hiring you. Interviewers may sense a better employment match when your responses indicate that the job fits in with your goals or training. Compliment the company's best attributes and link them with your own. Something like "I take pride in my work and am looking for a quality-oriented company such as yours. Your company has a reputation for producing the best widgets and I would like to be a member of such a team."

How would you answer this question?

_____

_____

_____

_____

_____

_____

Question 3 ***What are your strengths?***

Present your best skills, traits and qualities. Specifically, identify work-related abilities, worker traits, and skills needed or related to the job. Give an honest and organized answer that demonstrates a realistic assessment of your own capabilities. We all have strengths. It is important to know your own and feel free talking about them. If you don't know them, begin by completing a skill assessment and talk to a career professional, teacher or friend who will give you honest answers. You may be able to ask previous employers for their assessment of your strengths.

Keep in mind the following important qualities that every employer looks for when hiring.

1. **Job skills.** The interviewer wants to know that you have the appropriate skills to do the job. Give an example of a skill required by the job you are interviewing for that shows your ability to accomplish the work. For instance, a construction supervisor could briefly relate how they organized the materials delivery, and the hiring and sequencing of the sub-contractors prior to starting a new construction project.

2. **Dedication.** Are you willing to do what is necessary to help your company survive and prosper? Employers want employees who are willing to respond to emergencies, to put in that extra effort it takes to satisfy an important customer or to get the training necessary to convert to a new computer system.

3. Teamwork. This not only means the ability to get along well with co-workers, but to put your team's needs above your own, and the ability to take direction and work-related criticism from your supervisors. A skilled but argumentative or overly-sensitive employee can make a manager's life miserable. Over time, most employers get very good at spotting and weeding out resistive applicants.

4. Professional Attitude. This is something that separates great employees from good ones. Employers want workers who know what needs to be done and then go ahead and do it on their own. Employees who do this make their supervisors look good and are good role models for other employees. You will stand out from the other applicants if you give the interviewer specific examples of this self-directed attitude.

5. Problem solving. This may be the most important skill that employers seek. Think of your experience in terms of problem-solving responsibilities and how to relate it to the job for which you are interviewing. Develop some examples of problems you have successfully resolved. Break them down into their elements:

a. Outline the problem briefly. Was it part of your job?

b. What did you bring to the solution? What special experience, education or skills do you have that allowed you to solve the problem?

c. What exactly did you do to solve the problem? Briefly state the solution.

d. Quantify the solution. Determine how much time or money was saved or how much money was earned.

Put it all back together into a brief story showing your ability to solve an employer's problems.

List a few of your strengths you would mention during an interview:

_____

_____

_____

_____

_____

_____

_____

_____

Question 4 *What are your weaknesses?*

Although it seems negative, this question offers an opportunity to say something good about yourself. The interviewer is looking for your ability to admit you are not perfect and are willing to grow and change in areas where improvement is needed. Also, an interviewer is hoping your weak areas will not affect your behavior or performance on the job.

Bring up a weakness that could be seen as a strength in the work area you want to enter. For example, getting bored with repetitive tasks could be seen as a strength on a job in which duties are constantly changing. Be sure to mention what you have learned or what you are doing to correct the weakness. Avoid bringing up any serious weakness that could result in questions about your ability to do the job.

How would you answer this question? Would your answer encourage the interviewer?

Question 5 ***Tell me about your previous job.***

This open-ended question provides an opportunity to elaborate on the positive aspects of previous employment. Take the opportunity to emphasize the transferability of skills between jobs. Typing skills, for instance, can be transferred to computer data entry.

The interviewer wants to learn about several areas by asking this question and allowing you to volunteer information. It may help you to consider these individual questions:

- What did I do?
- Were duties related to the job I'm applying for?
- What were my supervisory responsibilities?
- What equipment or machines did I operate?
- How long was I there?
- Why did I leave?

Answer at least three of the questions listed above for any paid or volunteer work you have done recently.

Question 6 ***Describe your education.***

Although this information is often on your job application, this question is for clarification of training particulars and levels of achievement. The interviewer is interested in indicators of incentive and follow through as much as specific educational components. This question is an opportunity to volunteer information on dependability, determination, and willingness to complete projects, whether or not they are directly related to education.

All of your education may not be relevant. Discuss only education that is related to the job. Be organized and volunteer specific information. Explain both degree or classroom education and work experience education.

List several classes that are directly related to a job you have in mind:

_____

_____

_____

_____

Question 7 ***What are your goals?***

Long term and short term goals indicate motivation, according to some employers. These employers are looking for commitment, interest in the work offered, and if you will be comfortable with the job offered. Organized goals can be as simple as going to school or as complex as yearly plans for the next four years. Know two or three goals beforehand and be ready to tell the interviewer how these goals relate to the job. Indicate how your goals will help the employer by relating them to work activities such as a focus on learning tasks, improving job understanding, problem solving and work stability.

Be sure the goals relate to the job for which you are interviewing.

_____

_____

_____

Question 8 ***Do you have any questions?***

Remember, you are evaluating the firm as they evaluate you. This question allows you to learn more about the firm and clarify your concerns. Have three or four questions ready to ask. By doing this, the interviewer knows you are looking for the right place of employment. You are also taking an active role in the job hunt, which will impress the interviewer.

Examples:

1. What skills are considered the most useful for success in the job I am applying for?

2. Is this a new position?

3. Who held this position last?

4. Were they successful? Why or why not?

5. Where does this position fit into the company's organizational plan?

6. I would really like to work for your company. I am confident I could do this job well. What is the next step in the selection process?

Think of another question you might want to ask:

_____

_____

Troublesome Questions

Having a strategy for handling potentially troublesome questions, such as firings, health problems, work gaps or age is very important. Review the ideas in the following questions and rehearse your answers with a friend.

There are four basic strategies for answering troublesome questions:

1. Understand what is really being asked. The question usually relates to employer expectations about your adaptive skills and personality. Can we depend on you? Are you easy to get along with? Are you a good worker?

2. Answer the question briefly. Acknowledge the facts but present them as advantages, not disadvantages. End on a positive note that will lead the interviewer into a subject in which you have more strength.

3. If possible, put your difficulties in the past; contrast "then" and "now"; show that you've overcome problems, learned from mistakes or grown from them.

4. Mainly, **disarm the interviewer's fears** about what may happen if you are hired. **Don't wave any red flags at the interviewer that suggest you're going to be a problem.**

Question 9 *Why did you leave your last job?*

Changing or leaving a job doesn't need to be seen as negative. Explain why your past behavior is not an indication of your future behavior or tell an employer why your leaving was positive. When describing previous work, employers, supervisors or co-workers, be positive. The interviewer may be interested in the pattern of previous jobs, as well as indicators of how you will do on this job.

Positive aspects of leaving a job include: learned enough to move on, peaked out on current level or ready to move up. Be sure to show logic for the move and motivation for working. Any medical reason, personal problem, personality conflict, lay-off, firing or lack of work answer must include circumstances or reasons it will not happen again.

Try answering this question in a positive way.

_____

_____

_____

Question 10 ***You have not worked before or not worked in several years. Explain why.***

You will need to confirm how your skills and abilities make you the best qualified person. Use concrete examples, detailed explanations and facts from previous volunteer experiences, life experiences, or other activities with transferable skills. Explain what you have learned or accomplished. Organize your answer to demonstrate qualifications you have for the job.

How would you answer this question?

_____

_____

_____

_____

_____

Question 11 ***Did you drop out of school? If so, why?***

A positive response is important. Indicate other avenues of education completed: GED, night school or alternative school. Explain the circumstances and end on a positive note. Be sure to take responsibility for the situation and explain the action you took to overcome this situation.

Assume you dropped out of high school. How would you answer this question?

_____

_____

_____

_____

_____

Fair and Unfair Questions

You may inadvertently be asked an illegal question. If so, you can answer the question with a statement such as "I think that is not relevant to the job requirements." This answer is probably the best answer. It may cost you the job, but you may not want to work for someone who inquires about your personal life. Before interviewing, you could get advice from your state or local labor or human rights agency or the Equal Employment Opportunity Commission.

The following questions are examples of fair and unfair questions:

Question 12 ***Questions about convictions or arrests.***

Questions about convictions or arrests must concern specified conviction(s) that relate to the ability to perform the duties of the job. Questions must also be limited to convictions or prison releases within seven years of the job application date.

Follow the strategies for answering troublesome questions. You will need to prove to the interviewer beyond any doubt that you have learned from your mistakes and have the abilities to do the work better than anyone else.

Question 13 ***Questions about family circumstances.***

Questions about family must be concerned with whether you can meet specified work schedules or have activities, commitments or responsibilities that may prevent you from meeting work attendance requirements.

Follow the strategies for answering troublesome questions. Prove to the interviewer that you will be able to meet work schedules and requirements. You may need to volunteer information or restate your interest in the work and its unique schedule or requirements.

Question 14 ***Questions about disabilities.***

Questions about disabilities must be concerned with whether you have specific sensory, mental or physical disabilities that relate reasonably to your ability to perform job duties and tasks; or whether or not you have disabilities or health problems that affect work performance or which the interviewer should take into account when determining job placement.

Explain your disability or health problems so that the interviewer concludes it will have no effect on your job performance or the interviewer knows the limitations and can determine the best job placement for you and the employer. If possible, explain how you performed well on a similar job despite your disability or how the disability was successfully accommodated on a previous job.

For more information about illegal interview questions, contact:
Alaska State Commission for Human Rights
800 A Street, Suite 200
Anchorage, AK 99501-3669
1-800-478-4692 (voice)
1-800-478-3177 (TTY/TDD)

Following Up After an Interview

Immediately after you leave an interview, write the interviewers a follow-up letter. A good letter can set you apart from the other applicants and provide an opportunity to mention or reiterate an important point that occurred to you after the interview. Here's a sample follow-up letter:

625 Brook Drive
Juneau, AK 99801
(907) 555-5925

← **Your return address and phone number**

September 9, 1994

← **The date**

Mr. Herbert H. Husselman
Chief of Research
Alaska Department of Labor
1172 Stadium Drive
Juneau, AK 99801

← **Name, title and address of a specific person**

Dear Mr. Husselman:

Thank you for the opportunity to discuss your opening for a Labor Market Analyst. I enjoyed meeting with you and Ms. Palumbo and learning more about the Bureau of Research.

← **Thank the interviewers**

I believe my experience working with the U.S. Bureau of Labor Statistics and my educational background in technical writing, economics and business administration qualify me for the position. My experience in using both mainframe, personal computers and SPSS in data analysis would help me get a fast start as an analyst with your shop.

← **Briefly restate how your background fits the job and how your skills work for you in the job**

I was very impressed with your commitment to providing local data users with custom statistical products and reports. I am very interested in working with you in this area and hope you will seriously consider me for the position.

← **Restate your desire for the job**

I look forward to hearing from you in the near future. Please call me if there is any additional information I can provide to help you in your decision.

← **Offer to provide additional information**

Sincerely,

(signature)

← **Skip four spaces for signature**

Andrea S. Hilbert

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Post Interview Checklist

Company Name: _____

Date of Interview: _____

Interviewer's Name: _____

Date to Call Back: _____

Date of Decision: _____

Data

1. Did I arrive on time? ..... Yes__ No__
2. What did I wear? _____

   _____
3. Was I friendly with the people I came into contact with? ... Yes__ No__
4. Did I introduce myself to the interviewer? ..... Yes__ No__
5. Did I know the interviewer's name and use it appropriately? Yes__ No__
6. Did I have the necessary materials with me?
   - pad and pen ..... Yes__ No__
   - questions to ask the interviewer ..... Yes__ No__
   - resume ..... Yes__ No__
   - transcript ..... Yes__ No__
   - reference list/letters of reference ..... Yes__ No__
   - work samples (if appropriate) ..... Yes__ No__
   - correspondence/materials from organization ..... Yes__ No__
7. Did I send positive signals about my interest in the job?
   - interest and enthusiasm in body language ..... Yes__ No__
   - pleasant and enthusiastic tone of voice ..... Yes__ No__
   - eye contact when speaking and being spoken to ..... Yes__ No__
   - active listening ..... Yes__ No__
   - control my annoyance at interruptions and irrelevant questions ..... Yes__ No__
8. Did I state my qualifications? ..... Yes__ No__

   If yes, what did I mention? _____

   _____
9. Did I give the interviewer a copy of my resume? ..... Yes__ No__
10. Did the interviewer go through my resume? ..... Yes__ No__

11. Was anything from my personal background discussed? . . . Yes__ No__

If yes, what points were discussed? _____

_____

12. Did the employer comment on any of my skills? ..... Yes__ No__

If yes, what comments were made? _____

_____

Were those skills included as skills on my resume? ..... Yes__ No__

13. What was the employer's general impression of my resume? _____

_____

14. Did the interviewer comment on my letters of recommendation? ..... Yes__ No__

If so, what was said? _____

_____

15. Did I offer the interviewer a firm handshake? ..... Yes__ No__

16. Did the interviewer discuss any special problem I may have, such as disabilities, transportation problems, etc.? ..... Yes__ No__

If yes, what problems were discussed? _____

_____

17. Did I mention who referred me or if I know someone working at the company? ..... Yes__ No__

18. Did I state my desire for work and interest in the company?. Yes__ No__

19. If I was feeling sure that I would not get the job I was being interviewed for, did I inquire about other position openings for myself or friends? ..... Yes__ No__

Write any job openings I heard about while at this company: _____

_____

20. If nothing is available at this company, did I ask if the interviewer knows of job openings at any other company? ..... Yes__ No__

21. What was discussed the most? _____

22. Was there anything the employer disliked?. ..... Yes__ No__

If so, what? _____

23. What did the employer seem particularly interested in? _____

24. Which questions did I have the most difficulty answering? _____

_____

25. Which questions did I answer most effectively? _____

_____

26. What questions did I ask? _____

_____

27. How did the interviewer answer? _____

_____

_____

28. What can I do to improve my effort? _____

_____

_____

Job Search Daily Worksheet

On the following page is an example of a daily worksheet to be used while you are job searching. This form is designed so you can record all job search activities that take place each day. All of your appointments, employer contacts, information, resumes sent, errands, etc. can be recorded on this sheet. You should add information to this worksheet daily. This information will assist you in organizing your job search. You can add any personal reminders on this sheet that you may need. This is not only a built-in reminder of job search techniques but also a system of keeping records of names, phone numbers, addresses, contact people and follow-up activities each day. It is strongly suggested that you keep this with you each day and fill out the information as you receive it. Check it over each night and begin your daily worksheet for the next day.

Daily Worksheet	Date and Comments
Interviews/ Appointments	
Newspaper Ads	
Personal Contacts	
Employment Agencies	
Phone Book	
Miscellaneous	
Follow-ups	

Job Hunter's Preparation Checklist

Looking for a job is a full-time occupation. It requires time, effort and organization. Plan on putting in four to six hours a day researching, thinking, writing, mailing, calling, talking, interviewing and following up.

The checklist below will help determine how prepared you are for the job search.

____ I know several ways to manage the stress I may experience during my job search.

____ I know how to best schedule my time to find a new job as soon as possible.

____ I am clear about the skills and abilities I bring to a new company.

____ I am prepared to discuss my personal accomplishments with potential employers.

____ I know how to determine what career options are available to me.

____ I am prepared to fill out employment applications.

____ I understand the different types of resume formats.

____ I know how to design a resume that will impress potential employers.

____ **I has prufread my reusumay and they're are know misteaks.**

____ I know to include a cover letter with my resume.

____ I know how to approach companies that are not advertising jobs but may have them.

____ I know how to develop a network of personal contacts to find out more about job opportunities.

____ I know how to make a positive first impression in job interviews.

____ I am prepared to answer the typical questions interviewers ask.

____ I know how to increase my chances of getting an offer by effectively following up after the interview.

____ I have a daily and weekly plan to stay organized in my job search.

Guide to Pre-employment Inquiries

Subject	Acceptable	Unacceptable
Name	Have you worked for this company under a different name?	Former name of applicant whose name has been changed by court order or otherwise. Spouse's name, maiden name.
Address or Duration of Residence	Applicant's place of residence. How long has the applicant been a resident of this state or city?	Do you own or rent?
Birthplace		Birthplace of applicant; birthplace of applicant's parents, spouse or other relatives; requirement that applicant submit a birth certificate, naturalization or baptismal record.
Age	Can you, after employment, submit a work permit if under eighteen? If hired, can you furnish proof of age?	Any question that tends to identify an applicant's age.
Religion		Applicant's religious denomination or affiliation, church, parish, pastor or religious holidays observed. Do you attend religious services or a house of worship? Applicant may not be told "This is a Catholic/Protestant/Jewish/ atheist organization."
Work Days and Shifts	Statement by employer of regular days, hours or shift to be worked.	
Race or Color		Complexion, color of skin, or other questions directly or indirectly indicating race or color.
Photograph	Statement that a photograph may be required after employment.	Requirement that an applicant affix a photograph to the application form. Request the applicant to submit a photograph at their option. Require a photograph after interview but before hiring.
Military Service	Did you serve in the military? What skills did you learn which might apply to the type of work you are seeking?	When were you in the military? Are you a member of the Guard or Reserve?
Citizenship	Statement that, if hired, the applicant must submit proof of eligibility to accept employment (I-9 Documents).	Whether the applicant or the applicant's parents or spouse are naturalized or native-born U.S. citizens. Date when applicant or parents or spouse acquired U.S. citizenship. Requirement that applicant produce naturalization or citizenship papers. Whether applicant's parent or spouse are citizens of the U.S.
National Origin or Ancestry	Languages applicant reads, speaks or writes fluently.	Applicant's nationality, lineage, ancestry, national origin, descent or parentage. How applicant acquired ability to read, write or speak a foreign language.
Education	Applicant's academic, vocational, or professional education; schools attended.	Date last attended high school.
Experience	Applicant's work experience. Applicant's military experience which might relate to the position applied for.	Dates of military service, type of discharge.
Character	Have you been convicted of a felony? (if pertinent to the position)	Have you ever been arrested?
Relatives	Names of applicant's relatives already employed by this employer. Name and address of parent or guardian if applicant is a minor.	Marital status or number of dependents; name or address of relative, spouse or children of adult applicant. With whom do you reside? Do you live with your parents?
Notice in Case of Emergency	Name and address of person to be notified in case of emergency.	Name and address of relative to be notified in case of emergency.
Organizations	Organizations, clubs, professional societies, or other associations of which applicant is a member, excluding any names the character of which indicates the race, religious creed, color, national origin or ancestry of its members.	List all organizations, clubs, societies and lodges to which you belong.
References	By whom are you referred for a position here? Questions related to job performance. (AS 09.65.106)	Any questions unrelated to job performance.

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Job Search Publications

The following publications are recommended for your job search:

General Job Search:

Alaska Career Guide. This free publication contains information useful to students and other individuals who are in the process of making career choices or conducting job searches. For a free copy, contact or write to: Alaska Department of Labor, Research and Analysis Section, P.O. Box 25501, Juneau, AK 99802-5501, (907) 465-4500.

The Complete Resume & Job Search Book for College Students. Bob Adams. Bob Adams, Inc., 260 Center Street, Holbrook, MA 02343. 1992. 227 pages. $9.95.

The 1994 What Color Is Your Parachute? This publication is revised each year. The new edition is available each November. Richard Nelson Bolles. Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707. 1994. 446 pages. $14.95.

Job-Hunting Tips for the So-Called Handicapped or People Who Have Disabilities: A Supplement to What Color Is Your Parachute? Richard Nelson Bolles. Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707. 1991. 61 pages. $4.95.

In Transition. Mary Lindley Burton & Richard A. Wedemeyer. Harper Business, 10 East 53rd Street, New York, NY 10022. 1991. 248 pages. $20.00.

Job Search Notebook. A pocket-sized booklet to help a job seeker keep track of leads, work history, appointments and interview follow-ups. National Career Information System, 1177 Pearl Street, Eugene, OR 97401. 21 pages. $1.00.

Knock 'em Dead. Martin Yate. Bob Adams, Inc., 260 Center Street, Holbrook, MA 02343. 1993. 301 pages. $7.95.

Rural Alaska Health Career Guide. Rural Alaska Health Education Center, University of Alaska Fairbanks, Fairbanks, AK 99775. 1990. 60 pages. Free.

Interviewing:

How to Have a Winning Job Interview. Second Edition. Deborah Perlmutter Bloch. VGM Career Horizons, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975. 1992. 144 pages. $8.95.

Sweaty Palms: The Neglected Art of Being Interviewed. Revised Edition. H. Anthony Medley. Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707. 1992. 254 pages. $9.95.

Resumes:

The Overnight Resume. Donald Asher. Ten Speed Press, P.O. Box 7123, Berkeley, CA 74707. 1990. 112 pages. $7.95.

Perfect Resume Strategies. Tom Jackson & Ellen Jackson. Doubleday, 666 Fifth Avenue, New York, NY 10103. 1992. 202 pages. $12.50.

High Impact Resumes & Letters. Fifth Edition. Ronald Krannich, Ph.D. & William Banis. Impact Publications, 9104-N Manassas Drive, Manassas Park, VA 22111. 1992. 254 pages. $12.95.

Department of Labor Publications:

Tips for Finding the Right Job. Assessing skills and interests, preparing a resume, writing cover letters and interviewing. Lists sources of information and a helpful checklist. U.S. Department of Labor. Consumer Information Center - 3B, Booklet #105Z, P.O. Box 100, Pueblo, CO 81002. 1991. 28 pages. $1.25.

Occupational Outlook Quarterly. Overviews new occupations, salary and job trends, and more. U.S. Department of Labor. Consumer Information Center - 3B, #250Z, P.O. Box 100, Pueblo, CO 81002. $8.00 Annual Subscription - 4 Issues.

Handy Reference Guide to the Fair Labor Standards Act. Explains the federal laws on minimum wage, overtime pay, child labor, and more. U.S. Department of Labor. S. James. Consumer Information Center - 3B, Booklet #420Z, P.O. Box 100, Pueblo, CO 81002. 1992. 16 pages. $.50.

Health Benefits Under COBRA (Consolidated Omnibus Budget Reconciliation Act). Helps you keep or buy coverage for yourself and family after a job loss, reduced work hours, divorce or death. U.S. Department of Labor. Consumer Information Center - 3B, Booklet #509Z, P.O. Box 100, Pueblo, CO 81002. 1990. 18 pages. Free.

CIS Job Search Files

AKCIS provides a large amount of additional job search information and references in the AKCIS computer program.

Planning Your Job Search

Steps to a Successful Job Search ..... JS 12

Collecting Important Information ..... JS 13

Identifying Transferable Skills ..... JS 14

Locating Job Leads ..... JS 15

Checking out Potential Employers ..... JS 16

Searching for a Job on the Internet ..... JS 17

Introducing Yourself on Paper

Writing a Letter of Introduction ..... JS 21

Tips for Completing Applications ..... JS 22

Developing an Effective Resume ..... JS 23

Making Your Resume Attractive ..... JS 24

Sample Resumes:

- Accomplishment
- Chronological Work Experience
- Creative
- Electronic
- Functional or Skills
- Professional
- Recent Graduate

Writing a Cover Letter for Your Resume ..... JS 25

Introducing Yourself in Person

Preparing for a Job Interview ..... JS 31

Sample Interview Questions ..... JS 32

Tips for a Successful Interview ..... JS 33

Following Up After an Interview ..... JS 34

What Employers Look for in a Job Applicant ..... JS 35

Dealing with Stress During a Job Search ..... JS 36

Important Considerations

Labor Laws ..... JS 41

Work-Related Family Issues ..... JS 42

Employee Benefits ..... JS 43

Support Services for Job-Seekers ..... JS 44

Job Search Publications ..... JS 45